

**History
and
Growth of Education**

HISTORY AND GROWTH OF EDUCATION

IN

(JAMMU AND KASHMIR)

1872 A.D. to 1973 A.D.

BY

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S R I N A G A R

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TO
HUNDREDS OF YOUNGMEN AND YOUNG WOMEN
WITH WHOM
I HAD THE PRIVILEGE TO WORK

PREFACE

During my stay at Government Teachers Colleges, both at Jammu and Srinagar, I had frequent discussions with my students on the growth of education in the Jammu and Kashmir State. The idea of writing this book originated through these class discussions.

But at that time I had not visualised that the process of the collection of material for the book will be so protracted and slow. The information was scattered in various libraries in the State and only a patient search could help.

I started work by visiting various institutions and Government Libraries which I thought could be helpful. I was able to collect some material.

The work of collection of material, however, came to a halt soon after my retirement. I was called upon to take charge of an Oriental College for Girls to which was attached a High School for Girls also. Later an Intermediate College for Girls was also added to this educational complex which was run by the Sarda Peetha Trust Srinagar.

I, however, severed my connection with the Sarda Peeth Trust from July 1972 and was able to apply my mind to the writing of the book I had planned to do.

As the material secured at Srinagar was both inadequate and insufficient, I had to visit Jammu to gather what more of it could be had. The response at Jammu was heartening. I completed my task by working for sometime in the Public Library in New Delhi also.

The book is written in two parts. Part I gives the Cultural Background based on the historical evolution in the State during the Hindu Period upto 1320 A.D., the Muslim Period 1320-1819 A.D. ; the Sikhs 1819-1846 A.D. ; the Dogras 1846-1947 A.D. and the Post Independent Period 1947 onwards.

To build the story briefly I had to consult a number of books the list whereof I have given in the bibliography at the end of this book. Out of these books I have chiefly drawn on the two translations in English of Kalhan Pandit Rajtarangini (written by him in 1148-49 A.D.) by two well-known scholars Sir Aurel Stein (1900 A.D.) and Ranjit S. Pandit (1935 A.D.) as well as on the History of Kashmir by P.N.K. Bamizai.

In Part II I have made an attempt to piece together the story of the growth of education, statistically, from the year 1872 A.D. to 1973 A.D.—a period of 101 years. In spite of my best efforts, I could not procure statistics from 1876-81 A.D. and again from 1883-88 A.D. But the lack of information for these years has not materially tampered with the continuity of the story for the past one hundred years.

A new kind of educational resurgence is evident in the State at the present moment. The report of Bhagwan Sahay Committee on education, appointed soon after Syed Mir Qasim took over as Chief Minister of the State, has been published. The recommendations of this Committee have resulted in the emergence of a new outlook on education. The universal education of children in age-group 6 to 14 is to be achieved by 1980-81. education at the Secondary Stage is to be vocationalised and full-fledged 12-year Secondary Schools from Class I to Class XII are to be established.

These new experiments in education will be watched with deep interest and meanwhile an opportunity has risen for both the State Government and the Community to work together in the realisation of various targets of education.

I am thankful to all those who helped me in the collection of statistics.

I am chiefly indebted to Mr. K.C. Sharma Librarian M.A. College Jammu for providing information regarding the sources of material and to Mr. M. M. Kapur, Assistant Director (Statistics) Education Department, for providing information from various Reports and Digests issued by the Government.

S. L. SERU

PART I

CULTURAL BACKGROUND

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CHAPTER I

Hindu Period Upto 1320 A.D.

On looking back into the past history of Kashmir we feel convinced that this land has, throughout, been a centre of learning except for certain periods of turmoil and unsettled government when even seekers after truth and knowledge could not escape persecution. During normal times we find that people applied themselves wholeheartedly to the study of various branches of knowledge and produced several works of abiding merit. On the whole it appears that the government of the day, both during the Hindu and Muslim periods, extended generous patronage and cooperation to the learned in the pursuit and decimation of knowledge. Throughout history the Kashmiris seem to have been interested in cultural pursuits. Many eminent scholars appear to have risen on the literary firmament of Kashmir to make lasting contributions to knowledge and culture. One is amazed to discover the huge body of literature that has been produced at various periods of time. A great range of specialisation has been displayed in almost all branches of knowledge by Kashmiri writers, viz., literature, poetry, drama, history, philosophy, religion, astrology, medicine, aesthetics, fable literature and even in erotics.

Sir George Grierson in his *Linguistic Survey of India* Vol. II writes, "for upwards of two thousand years, Kashmir has been the home of Sanskrit learning and from this small valley have issued master-pieces of history, poetry, romance, fable and philosophy.

Kashmiris are proud and justly proud of the literary glories of their land. For centuries it was the home of greatest Sanskrit Scholars and at least one great Indian religion, Saivism, has found some of its most eloquent teachers on the banks of the Vitasta. Some of the greatest Sanskrit scholars were born and wrote in the valley, and from it has issued in the Sanskrit language a world famous collection of folklore".

Even Kalhana in his Raj Tarangini emphasises the importance that people attached to learning. Learning according to him was one of the five things for which the valley was distinguished. He says, "Learning, lofty homes, saffron, ice water and grapes : things that in heaven are difficult to find are common here" (Raj. Book I Verse 42). Heun-Tsang, the Chinese Pilgrim to India, who visited Kashmir in 631 A.D. wrote "The people of Kashmir love learning and are well cultivated. Since centuries learning has been held in great respect in Kashmir" (Life of Heun-Tsang—translated by Beal). In the 11th century, Alburini, the great Arabic Scholar, who followed Mahmud Ghaznavi to India said about Kashmiris that their land "is a high school of Hindu Sciences." (India—translated by Saucha).

The knowledge of Sanskrit appears to have been raised to high pinnacles. The scholars developed their own alphabet, the Sarada character for the writing of Sanskrit books which is entirely different from the Devnagri Script. Before the introduction of paper in Kashmir people used birch-bark for literary writing and governmental correspondence. Birch-bark is not effected by damp and thus many old manuscripts continued intact for centuries and escaped destruction by being hidden underground. Sanskrit continued to hold ground for sometime even during the muslim rule although Persian had become the lingua franca in the valley. We have it from Abul Fazal that "Brahman class is very numerous. Although Kashmir has a dialect of its own, their learned books are in Sanskrit language. They have a separate character which they use for manuscript work and they write on taz which is the bark of a tree". (Aim-i-Akbari—translation by Jerret).

Scholars and students from India trecked all along to Kashmir from early time to complete their Sanskrit studies. It is probable that they received Patras or Certificates, testifying to their standard of knowledge, by the then Sanskrit universities of Kashmir just as degrees and diplomas are granted at the present time by the Indian universities. Great seats of Sanskrit learning existed in Kashmir chief amongst which were the University seats of Sarada (now in Pakistani occupation) and Vijeshwara, the present Bijbehara. Even at the present time the tradition continues at the seats of Sanskrit learning at Varanasi and the South in India when students are made to walk seven steps towards the direction of Kashmir to indicate that they have completed their Sanskrit studies. The influx appears to have been great and we have it from Kalhana that hostels and viharas were erected, from time to time, for the residence of scholars from India by the ruling families and rich people in the valley. Queen Amritaprabha of Megavahana "caused a lofty vihara called Amritabhavan to be constructed for the benefit of foreign students" (Raj. Book III verse 9). King Yasaskara (939-48 A.D.), "fond of endowments built on a piece of land which had belonged to his father a Matha for students from Arya-desa who were devoting themselves to knowledge" (Raj. Book VI verse 87) Again Queen Dida (981-1003 A.D.) founded "a convent for the people of Madhyadesha". In addition she "built a vihara for the people of plains". She "built another convent for the residence of scholars from the plains". (Raj. Book VI. verses 300, 301, 302).

The system of learning must have been sound as also percentage of literacy high. Kalhana says, "Astrologer, doctor, Councillor, teacher, Minister, Purohit, ambassador, judge, clerk, none of them was without learning" (Raj. Book VI verse 13). It is also clear that scholarship in general was liberally rewarded and scholars greatly respected. It is recorded that "The scholars who were granted great fortunes and high honours proceeded to the sabha in vehicles" (Raj. Book V verse 33) honours.

It is believed that Sanskrit was introduced in the valley by the

Indo-Aryans and gradually became the language of religion and literature. The people gained a considerable mastery over the language and even women, as poet Bilhana testifies, spoke Sanskrit fluently. With the coming of Buddhism to the valley in the time of Asoka there is evidence to believe that Buddhist literature and religious books were written in Sanskrit while in India the same was done in Pali. With the advent of Mahayana, the entire Buddhist literature was written in Sanskrit. When Buddhism entered Central India through Buddhist missionaries from Kashmir, they installed this language in that part of Asia. Steadily the city of Kuchha in Central Asia, which was the headquarters of Kashmiri missionaries, got transformed into a great centre of Sanskrit learning. From Kuchha, the missionaries spread in all directions in Central Asia. In recent times many Sanskrit manuscripts written on birch-bark have been discovered in many parts of Central Asia. The only Buddhist manuscripts in Sanskrit discovered in India are those of the Gilgit collection which have since been edited and translated into English by the State Research Department.

Over many centuries students and scholars from India continued to flock to the valley for higher studies. There was also a regular stream of pilgrims and scholars from Central Asia and China to study Sanskrit texts. A great mass of Sanskrit manuscripts both in Hindu and Buddhist literature continued to grow. Temples and Viharas became the repositories of a large number of libraries. Even families with literary traditions maintained good collections of Sanskrit manuscripts. Dr. George Buhler who visited Kashmir in 1875 in search of manuscripts, found that many Pandits as well as traders and officials were "possessors of considerable collections manuscripts" (George Buhler—Poona manuscripts Catt: 1875 II No. 143).

It may be interesting to make a brief survey of the contribution that the Kashmir Hindus have made to the advancement of knowledge.

A rich contribution has been made to the study of Vedic literature, grammar and Philology. A work of significant importance is UBBAT-BHASA which gives a thoughtful exposition of Sukla-Yajurveda. An important work on grammar is Paianjali's Mahabhasya which is a scholarly commentary on Panini's grammar ASTADHYAYI written in second century B.C. This is considered an authority on grammar by scholars. In the reign of Abhimanyu I (early 3rd century A.D.) Candra Carya wrote an important work on grammar known as Candra-Vyakrana which gave birth to a new school of grammar known as Candra). Chandra Vyakrana is considered second in importance to that of Panini. Kalhana says "Under his (king's) instructions Candra Carya and others brought the Mahabhasya which was at that time difficult of access (for study), into general use and (also) composed their own grammar" (Raj. Book I verse 176).

In the reign of Jayapida (751-782 A.D.) Khirswamin wrote a notable commentary on Dhatu Patha or the study of verbs. Also in this very reign another Kashmiri scholar KAVATTA wrote MAHABHASYA—PRADIPA which is a guide to Mahabhasya. It is on the evidence of I-tsing, a Chinese scholar who visited Kashmir in the 7th century A.D. that a commentary on Panini's work, namely, KASIKAVRITTA written jointly by two Kashmiri scholars JAYADITTA and VAMANA was extant in his time (Bamizai, P.N.K. A History of Kashmir). BHATTA JAGADHARA and BHATTA KEDARA were two other writers on grammar.

In the field of metrics, Kashmiri scholars have made significant addition to Sanskrit language and Sanskrit literature. Pingla Charya was the author of the well-known work on metrics-Pingala. Kidara Bhatta wrote VRITTA RATANAKARA on the subject. KSHEMENDRA one of the most prolific Scholars of Kashmir wrote SUVRITTATILAKA yet another work on metrics. His later contemporary Mamatta wrote SAVDAVYA PARCARCHA on the same subject which is said to exist in the DACCA University Library. Kashmiri scholars also made a substantial contribution to

lexicography. MANAKHA's ANEKARTHA KOSHA is considered to be an improvement on Amarsingh's Amar KOSHA.

Kashmiri writers have distinguished themselves in Poetics (Alankara—Sastra) as also in Poetry. In addition to the then prevailing schools of poetics in India such as Rasa, Alankara, Riti etc., they made an original contribution to the art of poetics with their theory of DHVANI.

In the reign of Jayapida (751-782 A.D.) LOLLUTA expounded the RASA School. His theory was that Rasa belonged to performer only. But SANKURA his contemporary, asserted that it was related to the spectators as well. Later another Kashmiri scholar NAYAKA BHATTA asserted that in its ultimate state Rasa was a communion with the Highest Spirit. ABHINAVA-GUPTA (993-1015 A.D.) later defined Rasa as God's manifestation. UDBHATTA BHATTA, the court-poet of JAYAPIDA wrote copiously on Alankara Sastra. In his book Alankara Sangraha he propounded 41 Alankaras. Another scholar RUDRATHA (9th Century A.D.) wrote a monumental work Kavya Alankara on poetics. Vamana, a minister at the court of Jayapida was an exponent of riti school. In his Kavya Alankara Sautra, he asserts that riti is the soul of poetry. Rajnaka Kutala was the originator of VAKROTI School and held that the Soul of Poetry was the mode of speech. KESHEMENDRA wrote on the AUCATTVA theory of poetics.

The first contributor to the theory of DHVANI was the famous scholar Anand Vardhan (860-890 A.D.) who flourished in the time of King Avantivarman whose reign can be considered as the most prosperous age in political and cultural development in Kashmir. There was an all round advancement in his reign in poetry, architecture, sculpture and music. It was in this atmosphere that Anand Vardhan lived and laboured out his theory. He asserts in his book, on the subject, Dhvaniyaloka that it is dhvani which is the soul of Poetry. Dhvaniyaloka or the Light of Suggestion marks the beginning of a new age in aesthetics. According to him, "those, types of artistic creations are designated as 'dhvani' by the experts

in which the obvious words and meanings are subordinated and other delightful ideas are suggested such as we see in the masterpieces of Poetry” (A History of Kashmir—P.N.K. Bamizai page 231).

Later, in Abhinavagupta (955-1015 A.D.) we find a staunch supporter of this theory in poetics. He was a famous poet, critic, philosopher and saint of Kashmir. He wrote extensively on poetics. He studied metaphysics, poetry, aesthetics and took exercises in Yoga. He critically read all the Tantric texts in the sphere of Kashmir Saivism and wrote his famous work *Tantriloka*. He deeply studied all the schools of poetics and produced his renowned treatise *ABHINAVA BHARATI*—a commentary on Anand Vardhan’s *Dhvaniyaloka*. He also stressed that the ultimate end of art was *Shantirasa*, the mode of serenity and peace. He points out that all emotions, when their exciting conditions are present, emerge from *Shanta* and when these conditions are withdrawn again merge into *Shanta*. It is reported that Abhinava gupta received lessons in Yogic practices from his mother. He remained a celibate all his life and in later life became a virtual saint. His disciple Manathacharya wrote *KAVYA PRAKASHA* an important treatise on poetics. The book is claimed to cover the whole gamut of rhetoric, merits and demerits of poetry, the functions of different words with their sources and the figures of speech. The book was commented upon by more than seventy scholars. Also Rajnaka Ruyyala (12th century) wrote profusely on poetics.

In the field of poetry and drama, Kalhana makes mention of a number of poets and dramatists who flourished even before the Christian era. One of them was *CANDAKA* (or *CANDRIKA*), “who composed a play worthy of the attention of people” (Raj. Book II verse 16). He is said to have been a noted poet and flourished in the reign of King *TUNJUNA*.

Another great poet mentioned by Kalhana is *BHARTAR MENTHA*. He was honoured by *MATRIGUPTA*, himself a poet, for his book *HAYAGRIVAVADA* by “placing before the volume a

golden dish lest its flavour might escape" (Raj. Book III verses 260-262). MATRIGUPTA, a poet, came to Kashmir to rule as a nominee of King VIKRAMADITYA of Ujjain. Some scholars try to identify MATRIGUPTA with KALIDAS. The arguments put forward do not, however, prove convincing. Yet some scholars assert that KALIDASA was a Kashmiri by birth. They base their arguments on the descriptions and songs pertaining to rice fields, portrayal of a living saffron plant, account of Devadar forests, allusion to local sights and to the locus trine origin of Kashmir given in his famous drama 'Sakuntala' and lastly due to his adherence to Kashmir Saivism.

The court of JAYAPIDA (751-782 A.D.) was adorned with a galaxy of poets and scholars. One of his chief councillors DAMODHAR GUPTA (Raj. Book IV verse 490) was a famous poet. He wrote KUTTANIMATA Kavya a treatise on erotics and on contemporary life. His court poet BHATTA UD—BHATA wrote on aesthetics. Other poets who adorned his court are MANORATHA, SAMKHA-DATTA, CHATAKA and KSIRA SWAMIN (both a poet and a grammarian) (Raj. Book IV verse 497). King JAYAPIDA and King MUKTAPIDA were also poets. SANKUKA is mentioned by Kalhana as a poet of repute in the 8th century (Raj. Book IV verse 705).

The reign of AVANTAVARMAN (855-883 A.D.) is distinguished for the great advancement Kashmir recorded in poetry, literature, Art and Culture. The name of the famous writer ANAND VARDHAN has already been mentioned under poetics. Other famous scholars of his time are RAJANAKA RATNA KARA, SIVA SWAMIN and MUKTA KANA (Raj. Book V verse 34).

In the time of SANKAR VARMAN (883-902 A.D.) who was himself a poet of note, we come across a famous scholar BHALATA who wrote BHALATA-SATAKA, a poem of 108 stanzas dealing with morality and conduct. The book is extant in the State Archives at Srinagar.

In the first half of 10th century A.D. flourished ABINANDA

who composed KADAMBARI—KATHA SARA a metrical summary of BANA'S famous prose romance.

The most prolific scholar at the end of 10th century was the poet KSHEMENDRA (Raj. Book I verse 13), who was also a moralist, historian, critic and story writer. A pupil of ABHINAV GUPTA, he was well versed in Mathematics, astrology, medicine, surgery, poetics, erotics, Saivism. He is also mentioned to have written a history of Kashmir, NRAPAVALLI which does not exist now. Most of his vast creative production is lost but still some remains. He was the chief writer to have introduced humour, sarcasm and social satire in the Kashmiri literature. Through some of his writings he exposed all kinds of sham in society by drawing caricatures of the life of various depraved sections of society. His SAMA YAMATRIKA is a poem in 8 chapters delineating the wanderings of a courtesan.

In the reign of KALSA (1063-1089 A.D.) we come across another poet of great eminence BILAHANA (Raj. Book 7 verse 937) who was born at KHONMUSA (Modern KHANMOH). He left Kashmir and after travelling to Mathura, Kanya Kubja, Preyaga, Varanasi, Rameshvra, he finally settled at the court of CALUKYA King VIKRAMADITYA at Kalyan. The king in recognition of his talents made him his court-poet. His famous creative productions are VIKRAMANKA DEVA CARITA depicting the rise of Calukya Dynasty and the conquests of VIKARAMADITYA ; KARANA SUNDARY a romantic tale ; CAURASURATA-PANCASIKA a masterpiece of emotional richness and lyrical melody.

In the reign of Harsa (1089-1101 A.D.) flourished the poet SAMBU who migrated to India and secured fame like BILHANA.

In the reign of Jaya Simha (1128-1155 A.D.) we come across another renowned poet MANKHA. He wrote Sri Kantha CARITA. KALHANA writes that he got his book recited in an assembly of poets and scholars. This clearly demonstrates the fact that even in the 12th century Kashmir must have been a great centre of Sanskrit

learning. Mankha is also mentioned to have composed a Sanskrit Dictionary (Raj. VIII verse 3354).

By the end of 12th century we come across with JAYA-DRATHA who wrote HARISH CHANDRA CHINTAMAMI a poem of 32 Cantos incorporating legends connected with Siva and his incarnations around some sacred sites of Kashmir which are helpful in piecing together the geography of Kashmir. Even as late as the reign of SAMGRAMA DEVA (1235-52 A.D.) we meet with yet another poet SUKA.

In the field of Historical Literature Kashmir, perhaps, is the only part of India which has made a significant contribution to it. Rajtarangini by KALHAN Pandit is a monumental book of its kind. KALHANA mentions that in his time eleven earlier compositions were extant which he consulted to compile his history. He also refers to many historical works of much earlier date which, however, did not exist even in his time though SUVRATA (Raj. Book I verse II) had made a popular abstract of these works. He is believed to have consulted Kshemendras NRPAVALI, chronicles of PADAMA MEHRA, CHAVILLAKARAN, HELARAJA and others (Raj. Book I verses 13-17). KALHANA also drew upon NILAMAT-PURANA, an anonymous composition, believed to be a 6th or 7th century production.

KALHANA wrote the Rajtarangini in 1148-49 A. D. (Reign of King JAYA SIMHA). He thus brought down the history of Kashmir from earlier times to 1149 A.D. After him JONARAJA Pandit continued it to 1459 A.D. JONARAJA'S pupil SRIVARA continued it from 1459 A.D. to 1486 A.D. Under "RAJA VALI PATAKA" by PRAJYABHATTA the history was continued till 1513-14 A. D. Pandit SUKA pupil of PRAJYABHATTA completed it upto 1586 A.D.—the year when the Moghul King Akbar annexed Kashmir to the Moghul empire.

In the field of story writing and fable literature Kashmiri's appear to have made a significant advance. BRIHAT KATHA, though no longer extant, was written in Kashmir.

KSHEMENDRA wrote BRIHAT KATHA MANJARI which incorporates partly the contents of BRIHAT KATHA and partly stories from PANCHATANTRA which certain European scholars believe to have originated in Kashmir. But the most spectacular treatise on the subject is SOMA DEVA'S KATHA SARITA SAGARA stories from which have travelled far and wide in the world. He wrote this book for queen SURYAMATI, the consort of King ANANTA (1028-1063 A.D.). It is supposed to be the largest collection of stories in the world.

But the most spectacular and highly intellectual contribution that Kashmir has made to the rich store house of Indian Philosophy is the Kashmir Saivism popularly known as TRIKA. On a close study of the literature leading to an understanding of the Trika Philosophy one is amazed to discover the heights to which human thought and human imagination can soar.

Kashmir Saivism appears to have started as a counter to SUNYAVAD or agnosticism of the Buddhist doctrine. The only doctrine which could have proved strong and vigorous to serve the purpose was the absolute idealism of the Advaita School when Buddhism had become so entrenched in Kashmir. Thus a deliberate campaign arose to modify and reinterpret the older writings of the Saiva Philosophers towards Advaita. It gradually took shape between the 9th and 10th centuries and reached its zenith between the 11th and 12th centuries. The founder of this doctrine is VASU GUPTA (first half of 9th century) and the Sutras are said to have been revealed to him by Lord Siva Himself.

He is said to have lived in a hermitage behind Harwan where he had a dream one night in which Siva appeared before him and informed the sage of the existence of certain Siva Sutras carved on a rock at a certain particular spot in the valley below the Mahadeo Peak. The inscribed side which was turned downwards would, if he approached the rock early the following morning and touch it, turn round and the Sutras would appear to him. VASU GUPTA came in possession of the Sutras as directed and learned them by heart.

But KHEMRAJA (1st half of 11th century) says that rock affair is a myth and the Sutras were revealed to VASU GUPTA in a dream ('Kashmir Sivaism' by J.C. CHATTERJEE published by State Research Department in 1914).

Vasu Gupta thus gave the principles underlying the Kashmir Saivism to the world but it was his pupil SOMANANDA (850-900 A.D.) who gave the philosophical basis of this doctrine in his important treatise on the subject, viz ; "PRATYABIJNA SASTRA".

The most noted writers on the Trika doctrine (as listed by Mr. CHATTERJEE) are :

SRIKANTHA—Guru of VASU GUPTA and author of Agamas.

VASU GUPTA—flourished in the first half of the 9th century A.D. is said to have inspirationally received the Shiv Sutras.

KALLATA (2nd half of 9th century) pupil of VASU GUPTA. He spread the teachings of his master and wrote SPANDA SASTRA embodies the main principles of the Siva Sutras.

SOMANANDA—pupil of Vasu Gupta. He supplied the philosophical reasoning of the Trika philosophy through his Pratyabijna Sastra.

UTPALA CHARYA (900-950 A.D.)—Pupil of SOMANANDA. He wrote the Isvara Praty Bijna Sastra.

RAM KANTHA—Pupil of UTPALA CARYA.

LAXMAN GUPTA (950-1000 A.D.)—son and pupil of UTPALA CARYA.

ABHINAV GUPTA (993-1015)—Pupil of LAXMAN GUPTA.

KSHEMA RAJA—Pupil of Abhinav Gupta

JAYARATHA—Lived at the end of 12th century.

SHIVOPADYA—Lived in 18th century.

CHAPTER II

Buddhism in Kashmir

Buddhism spread to Kashmir as already mentioned from the time of King Asoka (3rd Century B.C.). The contribution of Kashmir to Buddhism was very marked, especially in the development of the Mahayana School and its propagation by the Kashmiri Monks beyond the Indian frontiers. From Kashmir Buddhism penetrated to Kabul and Kandahar, thence to Bacteria. It also spread to China and Tibet and later to Japan.

In the reign of Kanishka, Kashmir became a great centre of Buddhism and attracted scholars and pilgrims from distant lands who studied Mahayana texts at the feet of the Pandits of the valley.

As Kashmir from the earliest times was the home of Saivism which in a new form as a counter to Buddhism reached its glory in later centuries, the new creed could not flourish far unless it had an impress from the doctrines prevailing amongst the masses. The philosophical literature of Mahayana, therefore, bears a remarkable stamp of Kashmir Saivism and revolves round the fundamental conceptions of Siva and Sakti. Siva is the reality and his nature has a twofold aspect, an immanent aspect in which He pervades the Universe and a transcendal aspect in which He is beyond all universal manifestations. The universe with all its infinite variety of objects and means of the experience is nothing but a manifestation of the immanent aspect (Sakti). The Sakti is not in any way diffe-

rent from or independent of Shiva, but is one and the same with Him as His creative power, spoken as His female aspect.

The belief in Siva as a supreme being and the adaptation of various gods and goddesses of the Siva cult for their own purpose distinguished the Mahayana or the Great Vehicle from Hinyana or the Lesser Vehicle. The Hinyana Buddhist could become an Arahant (deserving) and attain Nirvana but a Mahayana Buddhist could become a Buddhista and so destined to become a Buddha. The Mahayana School taught devotion to many Buddhas and their attendant Buddhistas. Buddhas and Buddhistas were made subject to transmigration and reincarnation. It resulted in the worship of Buddha Maitriya, the Dhyani Buddha (Amitaba—"Infinite light"), Manjusri and Avlokiteswara. Like Siva, Avlokiteswara is the destroyer of evil and fountain of bliss. Sakti as the manifestation of energy is the essential counterpart of Siva. Thus the idea of the female counterpart of Avlokiteswara developed as KAWAN-YIN the Goddess of mercy. "The connection of Avlokiteswara with Siva", says Sir Monier Williams, "is a proof of the fact that in some characteristics KAWAN-YIN corresponds of Durga form of Siva's wife and in others to the form called Parvati who is dwelling in the mountains and may be supposed to look down with compassion on the world" (Dr. T.W. Rhys Davids—Buddhism).

The most important event for Kashmir Buddhism was the convening of the third Buddhist Council in the Valley by King Kanishka in the first century A.D. Invitation was issued to almost all leading Buddhist Scholars in India. Out of the large number of Scholars who had given their consent to attend, 499 Arhats were selected. The council is said to have met at Kundalwan Monastery near Srinagar identified as Kuntilun on the spur of Zabarwan overlooking the Dal lake. Vasumitra, a close adherent of Mahayana School was chosen as the President of the assembly. Among the great scholars who took part in the council, may be mentioned the illustrious names of Asvagosha, Nagarjuna, Visudha Simha, Jinabandhu, Sugatamitra, Jina Mitra. About the Kashmir Buddhist scholars who took part in the council Heun Tsiang remarks, "The

country from remote times was distinguished for learning and these priests were all of high religious merit, conspicuous virtues as well as innate talent and powers of exposition of the doctrine ; and though the priests of other nations were in their own way distinguished, yet they could not be compared with these" (Life of Heun Tsiang by Beal).

"A large mass of literature was written and for the exposition of the Tri Patik, all the learning from remote antiquity was thoroughly examined ; the general sense and terse language was again and again made clear and distinct and learning was widely diffused for the safe guiding of people" (life of Heun Tsiang—Beal).

All the commentaries were written in Sanskrit while in the Buddhist Council held by Asoka at Patilputra under the Presidentship of Moggoli-Putta. Tissa, the deliberations of the Council were held in Pali which showed that the Kashmiris had made the largest contribution to the deliberations of the Council.

King Kaniska caused the treatises, when finished, to be carved on copper plates and enclosed them in stone boxes which he deposited in a tope constructed for the purpose. (Life of Heun Tsiang—Beal).

Some efforts were made to trace out the buried copper plates engraved with the proceedings of the Council but none proved successful.

KASHMIRI MISSIONARIES ABROAD

According to Dr. P.C. Bagachi (from his book "India and China") many Kashmiri Buddhist Scholars spread the Buddhist doctrine in China, Central Asia and Tibet. A Kashmiri monk Sangha Butt reached China in 381 A.D. He wrote commentaries on and translated some Buddhist texts like Vinaya Patika from Sanskrit to Chinese. In 384 A.D. a distinguished Buddhist scholar Gautam Sangha went from Kashmir to CH'ANG-NGAN. Being proficient in the Chinese language he translated a number of Buddhist texts from Sanskrit to Chinese. He then moved to Lushan in the South

of China which had developed into a powerful school of Buddhist learning. Later he went to Nankings. PUNYATRATA and Dharam Yasa went to China with Kumarajiva, a native of KUCHHA, who had come to Kashmir to receive education with his mother who had turned a nun. He later achieved fame as a great Buddhist scholar and savant. Dharmayasa reached China in 397 A.D. and travelled extensively in Asia and converted a large section of people to the Buddhist faith. He is said to have returned home in 435 A.D.

Among the celebrated Kashmiri monks to preach in China was BUDDAYASA. He also worked with Kumarajiva. Later he went to Kashgar where the chief of that place became his follower. Buddhajiva went to South China in 423 A.D., as a collaborator of Fa-Hieu who had collected a large number of Sanskrit manuscripts during his travels in Central Asia and India. Buddhajiva translated some of these into the Chinese language.

A Kashmiri monk GUNAVARMAN was responsible for converting the whole of JAVA and the neighbouring islands to Buddhist faith. He is said to have first gone to Sri Lanka and then proceeded to JAVA in 423 A.D. where the king and his family were first to get converted. His fame spread far and wide and the king of China also invited him. He reached Nanking in 431 A.D. converting people of all islands on way to China to Buddhism. At Nanking he wrote and translated a number of books.

BUDDHAVARMAN, an expert on Vibhasa philosophy, went to China in 433 A.D. He translated Mahavibhasa. Ratna Chinta another Kashmiri missionary went to L'yang in China in the year 693 A.D.

Scholars from Kashmir continued to go to China even upto 11th century. In the 10th century a Kashmiri monk TIEN-SI-TSAI went to China where he was put incharge of the Translation Department by the Chinese emperor. Even in 1005 A.D. a Kashmiri monk MU-LO-SHE-KI went to China to carry on the Buddhist faith.

A Kashmir Monk Sakya Shribhadra entered Tibet in 405 A.D. and taught people Logic. Being very familiar with Tibetan language he wrote 7 books.

Another Kashmiri Buddhist scholar Ratnav Jera went to Bodhgaya. He was appointed the Head of one of the Departments of Vikrama Shala University. He later went to Tibet and wrote 14 books on the Buddhist doctrine.

The most celebrated Kashmiri missionary to Tibet was Shyam Bhatta known in Tibet as THUMI SABBHOTA and worshiped as an incarnation of Manjusri. He is responsible for spreading Buddhism completely in Tibet and evolving and formulating the Tibetan Script and Tibetan grammar. He also wrote Mani Kambum, "The Myriad of Precious words" a treatise chiefly on religion. Kashmiri missionaries carried on missionary work in Tibet even upto the end of 11th century.

CHINESE PILGRAMS IN KASHMIR

Whereas Kashmiri monks, missionaries and scholars were busy in spreading the culture and religion of India in China, there was an unending stream of pilgrims and students to India and Kashmir. The records of these travellers not only throw a considerable light on the political, geographical and economic conditions of Kashmir during the time of their visit but also furnish a vivid picture of many famous men of letters and their writings.

Fa-Hien, a Chinese pilgrim, visited India in 399 A.D. He did not pay a personal visit to Kashmir. He passed through Gilgit and Ladakh. He had a Kashmiri collaborator with him named Bodhajiva who accompanied him to China. He took a large number of manuscripts with him.

Another Chinese monk, CHEMONG came to India in 404 A.D. He and his party stayed in Kashmir for many years and then they went on a pilgrimage to holy Buddhist places in India. Later they returned to China by sea in 424 A.D.

Fa-YONG is another Chinese monk to come to India in 420 A.D. He and his companions passed more than a year in the valley

to study Sanskrit language and the Buddhist lore. He is said to have returned to China by sea after visiting holy places in India.

The most renowned scholar and pilgrim to visit Kashmir and India from China was Heun-Tsiang universally respected in China as the Great master of the law. He came to India in pursuit of knowledge in 631 A.D. He entered Kashmir from Hazara side and passed full two years in the valley. The then king of Kashmir DURLABHAVARDHAN (625-636 A.D.) offered him a great ovation and warm reception. The king put twenty scribes at his disposal to obtain for him copies of the Buddhist gospel and the latest philosophical treatises. In Kashmir he found numerous religious institutions with 500 monks residing in them. He makes mention of a temple which contained the holy tooth relic of Lord Buddha. He refers to a Math, famous as the seat of the great master of Sastras, the celebrated Samgha Bhadra. SKANDAILA is another scholar and sage to whom Heum T'Siangh has referred to. He presided over another monastery. Two other Buddhist scholars he has mentioned are PURANA and BODHILA who ran two other monastries. It is maintained that he found in Kashmir a Mahayana master after his own heart with whom he critically studied the works of Nagarjuna. On his return to China he received a princely reception at the hands of the Chinese king.

After Heum-Tsiang came another Chinese traveller OU-KONG, known also as DHARAM DHATU. He stayed in Kashmir for four years after entering the valley in 760 A.D. It was in Kashmir that he took the final vow of a Buddhist monk. He studied Sanskrit and learnt Vinaya from Kashmiri scholars. He mentions that he had noticed 300 convents against 100 recorded to by Heun-Tsiang.

What we notice is that under Buddhism Sanskrit did not lose its identity but kept on advancing. The remarkable thing is that the deliberations of Kanishka's Buddhist Council were also recorded in Sanskrit. The Buddhist hold in the valley did not in any way lessen the importance of this language. The result was that a number of scholars in Sanskrit were thrown up both amongst the Buddhists and those addicted to Saivism.

CHAPTER III

The Muslim Period (1320-1819 A.D.)

The school in Islam has generally been associated with the mosque. "After the evening prayer the Sheikh or prayer leader, sat down under a pillar, the people sat in a semi-circle and asked questions on theology. This developed into regular classes. Ali, the Fourth Khalif, opened the first school. As educational activity rapidly grew, the Khalifs and later kings always first built the mosque and then the adjoining school. During the age of the great Islamic Colleges the madrasa came to have six components : mosque, college, library, hostel, garden and canal.

"Indian Madrasas—The colleges in India had been modelled after the famous universities of Bhagdad, Cairo, Seville, Isfhan, Bokhara etc. Religious subjects were not compulsory for non-muslim students. Those who qualified in theology were known as Ulemas (Doctors of Laws) and worked in government as Qazis (judges), Muftis (those who can issue religious decrees), imams and Khatibs (Surmonisers). Others were known by secular professions. Later, the Darsi Nizamia by Mullah Nizam-ud-din (1679-1748 A.D.) of Farangi Mahal Lucknow were taught. It included grammar, logic, philosophy, Mathematics, rhetoric, Muslim Law, Tafsir (the Science of interpreting the Quran) and Asma-ul-Rajal" (Extracts from an article by Qurrat-ulain Hyder in the Illustrated Weekly of India of 12th Nov. 1972 Page 23). This shows how high and elaborate was the education imparted to the Muslim youth in the

madrasas that were established in India and continued to function even upto 1857 A.D.

On looking through Kashmir History under the Muslims one has to admit that Muslim kings generally encouraged education and learning except during periods of upheaval and chaos.

About Sultan Shahab-ud-Din (1354-73 A.D.) we find that he liberally encouraged learning and proclaimed equal administration of laws. He was the first Kashmir Sultan to establish Madrasas and Schools in different parts of the valley.

Sultan Qutub-Ud-Din (1373-89 A.D.) is credited with the setting of a residential school and an University in the town of Qutab-Din-Pura. It had a hostel attached to it where board and lodge was free for both teachers and students.

Sultan Sikandar (1389-1413 A.D.) is said to have founded a College and hostel which were attached to Jama Masjid that was built by him.

But education received more than its due in the time of Sultan Zain-Ul-Abiden (1420-1470 A.D.). It is said that he established many residential schools and a residential University where students were provided with tuition, books, clothing and food free of charge. He thus tried to raise a community of intelligent young men who could propagate his policies, and Programmes based on Hindu-Muslim unity and national prosperity. He extended his patronage not only to artisans and craftsmen but to scholars and men of letters from other lands to the valley.

In order to cement the bonds of friendship between Hindus and Muslims he got some great works of one community dealing with its history and culture translated into the language of the other. He established a Translation Department and engaged competent scholars in Sanskrit, Persian and Kashmir languages to translate popular Sanskrit works in Persian and vice-versa. Many Sanskrit and Persian works were translated into Kashmiri. We owe it to

Sultan Zain-ul-Abiden to have given a great fillip to the Kashmiri language as early as the 15th century. He is said to have been a proficient linguist possessing command on Sanskrit, Persian, Tibetan and Kashmiri languages. It is really very remarkable on his part to have realised that a child could receive best education in his own mother tongue and not in a foreign language.

The Translation Department established by him seems to have accomplished good success. His Court Poet Mulla Ahmad translated Mahabharata, Das Avatara and Kalhan Pandits Rajtarangini into Persian. Jonaraja continued the Rajtarangini into Sanskrit verse and brought it down to 1458 A.D. Then Sri Vara another scholar of his court continued it further. Pandit Soma Pandit wrote the accounts of his life, ZAINICHARITA, in Kashmiri verse. Bodhi Bhatta, another scholar at his court translated several Sanskrit works into Persian. Some eminent scholars in Arabic and Persian who adorned the Sultan's court were Maulana Kabir, Mulla Hafiz Baghdadi, Mulla Jamal-ul-Din and Qazi Mir Ali.

“His activities in the domain of literature and scholarship were not confined to translating of books. He spent huge sums in collecting a library which could favourably compare with the one collected by Samavids. The library remained intact for 100 years after his death when it was destroyed.” (History of Kashmir by P.N.K. Bamizai P. 315).

Sri Vara gives a clear picture of the standard of literacy and education that prevailed in the Sultan's time. He says, “Even women, cooks and porters were poets ; and the books composed by them exist to this day in every house...The meritorious king Zain-ul-Abidin for the purpose of earning merit built extensive lodging houses for students...The king helped the students by providing teachers, books, houses food and money and he extended the limits of learning in all branches.....There was not a branch of learning or arts or literature or fine arts which were not studied.” (Dutt—Kings of Kashmir P. 133).

The tradition of establishing educational institutions was

continued by Sultan Hassan Shah (1472-84 A.D.) Himself a well-read man, he patronised a number of Sanskrit and Persian scholars. The Sultan got many Sanskrit books translated and this way he acquired a great proficiency in religious and literary books of the Hindus. Says Srivara "the King learnt the six schools of philosophy and different works of these schools became one in him". He is said to have established a Tibia College. Even women in his reign evinced interest in opening schools. The king's mother Gul Khatem, his consort Hayat Khatem and many nobles at his court took great interest in education and opened schools.

The period between the year 1484-1540 A.D. was a period of chaos and confusion let loose by the Sayyids. History does not record any kind of steady educational growth in this period.

The Chak Sultans also patronised education and founded several schools. Hussain Shah Chak (1563-70 A.D.) opened a College assigning to it the revenue of Zainapur. The college had a big library and a hostel attached to it.

The Mughals were great patrons of education and opened many colleges and universities in Kashmir. Dara Sukoh established a College of Suffism and an Observatory. Akbar, Jahangir and Shahjehan liberally patronised the learned. In their time Kashmir was considered to be a great centre of learning, culture and art.

Sanskrit in the Muslim period Dr. Sir Aurel Stein has remarked that "Sanskrit remained for a considerable period after the Hindu rule, the medium of official communication and record." (Raj. Vol I P. 130). Sanskrit inscriptions have been found on some tombs in the cemetery of Baha-ud-Din Saheb at the foot of the Hari Parbat hill. One of such tombs bears a date which corresponds to 1484 A.D. It is clear that the tomb was put up in the reign of Sultan Mohammad Shah (1484-86 A.D.) Dr. Stein found tombs with similar inscriptions in many other parts of the valley. But Sanskrit had lost its former glory and intrinsic merit. Contributions in Sanskrit continued to be made in the fields of historical and religious literature. As already pointed out Jonaraja, Srivara, Prajabhatta

and Suka are writers in History. Jonaraja also compiled an exhaustive commentary on Mankha's Sri Kantha Charita. Sri Vara well read in Arabic and Persian was besides a musician. He wrote Katha Kanthka which is an adaptation of Jami's Yusuf-wa-Zuleikha in Sanskrit. He also compiled an anthology containing extracts from the works of 350 poets both from Kashmir and India.

In 1450 a Sanskrit Scholar Jagadhar Bhatta wrote Stuti—Kusmanjali, consisting of hymns of devotional poetry. He also wrote Balabodini a work on grammar.

Sahib Kaul who flourished in the 17th century was a writer on the tantric worship. But the most illustrious scholar of Sanskrit we come across in the 17th century was RAJANAKA RATANAKARA. He wrote a number of poetical works as also commentaries on Kavayas. He is also mentioned as a fast copyist and the codex Architypus of Kalhana's Raj Tarangini.

Shiva Upadia, the last of the original writers on Kashmir Saivism lived in Srinagar about the middle of the 18th century. He wrote many commentaries on older words on the subject.

GROWTH OF PERSIAN

Sanskrit gradually lost its pristine glory mainly because Persian received patronage at the hands of the rulers and partly because Kashmiri language started developing in the medieval period among the masses. It can be safely presumed that Persian language must have steadily percolated in the valley because of the influx of muslims during the later Hindu period from the North-West India where the muslim rule had already got established. The process must have steadily continued when the muslim rule was established and Sanskrit was still in use as a court language. It is evident from the perusal of Loka Parkasha a collection of official documents and reports which presents the look of a kind of "Sanskrit jargon full of Persian and Arabic words."

The influence of Persian in the valley was, no doubt,

accelerated with the immigration of Sayyid nobles and scholars from Persia and Central Asia. The Kashmiri scholars took earnestly to the study of Persian in the colleges and educational institutions founded by rulers and nobles under eminent scholars from Persia. Indications are that some Kashmiri scholars travelled to the Universities of Bukara, Samarkand, Herat and Merv to attain accomplishment in the Persian language and Persian culture. This resulted in a wholesale switch-over to the study of Persian both by Hindus and Muslims throughout the valley and the process, perhaps, was complete when Sultan Zain-ul-Abiden finally made Persian the court language instead of Sanskrit.

The Sultan was himself a man of letters and made a great contribution to the spread of Persian in the valley. As already mentioned, he established a Translation Bureau and got some important Sanskrit texts translated into Persian.

The impact of Persian culture was irresistible for the Brahmin class. Obviously the community got divided into two sections. Those who stuck to the study of Sanskrit and those, who in order to earn their livelihood, took with fervour to the study of Persian. They attained such a degree of proficiency and eminence in the new language that they maintained the privileged position as government officials.

CONTRIBUTIONS TO PERSIAN LITERATURE

In Zain-ul-Abiden's own time some scholars made a substantial contribution to the Persian Culture. Mulla Ahmed completed a Persian translation of Kalhana's Rajtarangini known as Bahar-ul-Asmar. Srivara translated Jami's Yusuf-wa-Zuleikha into Sanskrit. Yodha bhatha a courtier of the king had mastered Firdusi's Shah-nama and often recited it to the Sultan.

Hussain Shah Chak, himself a poet, liberally encouraged the study of Persian and patronised poets and literatures. A Persian Poet Mohammad Amin Mastagni flourished at the court of Yusuf Shah Chak (1579-85 A.D.)

During the later Chak period flourished who renowned poets of Persian—Sheikh Yaqub Sarfi and Baba Daud Khaki. Sarfi was a scholar, mystic ; Statesman and traveller. He was considered as an authority on Arabic grammar. He was also proficient in Rhetoric, Logic, Philosophy, History, Arabic and Persian Literature, Islamic jurisprudence and Quranic commentary. He wrote profusely. One of his books is Wamiq-u-Azra (1585), a persian masnavi dealing with the romance and love of two traditional lovers, Wamiq and Azra (A manuscript copy of the book is extant in the Srinagar Research Library).

PERSIAN UNDER THE MUGHALS

Under the Mughals Persian Scholarship in Kashmir reached its zenith and every field of cultural life was explored by literatures. Great works were written on medicine, astronomy, mathematics, religion, biography, philosophy, travel, history and poetry.

the field of historical literature Akbar got Kalhan Pandit's Rajtarangini, translated into Persian by Mulla Ahmad Shahabadi. The book was known as BAHAR-ul-ASMAR which was completed by Abdul Qadir Badayuni in 1594 A.D.

In the field of comparative religion and philosophy Mulla Muhsin Fani wrote Dabistan Mazhab. Born in 1615 in a family, which enjoyed a reputation for culture and learning, Fani rose to be a great Persian scholar. He travelled to the centres of Islamic culture and learning in Iran and India. Dara Shakoh appointed him a judge at Allahabad. Returning home, he wrote his famous Dabistan at Gurgari Mohalla on the river bank at Srinagar.

During the time of Jehangir, Malik Haider Chadura wrote a detailed history of Kashmir in Persian in 1617 A.D. Khwaja Mohammad Dedimari wrote Waqati-Kashmir in 1746 A.D.

Mulla Mohammad Yusuf Kashmiri a Persian Poet, was at the court of Jehangir. Poet Mulla Mohammad Sadiq adorned the court of Shah Jehan. In 1636 A.D. he wrote, Tabqati-Shah-Jehani.

Short life sketches of some noted saints in Persian were provided by Khwaja Muran Bazaz (1575 A.D.) Mulla Zihini (1655 A.D.) wrote Tazkara-i-Shor'a-i-Kashmir in which he gave biographies of some noted poets of Kashmir along with their selected verses.

Of some outstanding poets in Persian mention may be made of Khwaja Habib Ullah Hubli. He was born at Naushahr, Srinagar in 1555 A.D. A pupil of Sheikh Yaqub Sarifi, he wrote his master's biography. He was a poet of originality and two important treatises on mysticism—Tanbih-ul-Qulub and Rahat-ul-Qalub. Poet Auji who lived during the time of Mughal Governor Yusuf Khan (1587-1590 A.D.) wrote Saqi Nama.

But the most celebrated poet of the Mughal period was the celebrated Persian Poet Mulla Tahir Ghani. He flourished in the reign of Aurangzeb. He won fame in his life-time both in India and Iran. Attracted by his poetical compositions, poets and literary men travelled to Kashmir from distant lands to meet him. He lived all his life in a small house at Qutab-Din Pura (present Gurgari Mohalla) Srinagar. He shunned publicity and is credited with having composed one lakh of verses most of which are lost. About 2000 of his verses are said to have been printed in 1845. The fame of Ghani as a great poet reached the ears of Aurangzeb (1657-1707 A.D.) who asked his governor Saif Khan, to send him to Delhi. But Ghani spurned the king's invitation and did not move out of Srinagar.

Even Pandits of Kashmir distinguished themselves as Persian scholars and wrote erudite prose and exquisite poetry. Pandit Chander Bhan, a Persian scholar from Kashmir was patronised by Shah Jehan at the imperial court. He was given the title of Rai. Another Kashmiri, Lachi Rachi Ram Saroor—a Persian Poet and writer—rose very high at the court of Nawab of OUDH. Another distinguished Persian and Arabic scholar and poet Rai Rayan Anand Ram Karihalloo was a favourite of Shah Alam II.

In Kashmir proper the name of Munshi Bhawani Das Kachroo stands pre-eminent among Persian writers and poets. His BAHARI-

TAVIL on the basis of its original and unique style is held in great estimation. Of other noted writers, the names of Pandit Taba Ram Turki (1776-1847 A.D.), Sat Ram Baqaya, Daya Ram Kachru, Aftab Bhan, Gobind Kaul and Kailash Dar may be mentioned. In historical literature Pt. Narayan Kaul Ajiz, a distinguished scholar of Persian wrote Twarikh Kashmir in 1710 A.D. Pandit Birbal Kachru also wrote on Kashmir History.

EVOLUTION OF THE KASHMIRI LANGUAGE

Scholars generally believe that the Kashmiri language is an offshoot of the Indo-Aryan or the Sanskrit language. Dr. Grierson is of the opinion that in addition to the Indo-Aryan or Sanskrit language it is intimately connected with the Dardic language. The Dard country included the whole of the mountainous tract between the Hindu Kush and the frontiers of India. The Aryan languages spoken in the region are called Dardic. But the impact on Kashmir was greater from Sanskrit.

It is probable that Kashmiri had become a language of use even before Kalhana (12th century A.D.). But it is almost a century after *i.e.*, in the 13th century that we come across Mahay Prakasha, a book written in Old Kashmiri language by Sri Kantha. It is a work on Tantric worship and abounds in the use of Sanskrit words. No other book is available for another hundred years.

It was in the 14th Century that the language got a fillip through the learned Vakyaas of the celebrated mystic poetess Lalleshwari, popularly known as LAL DED (Mother Lalla) which she composed to propagate, amongst the masses, her own spiritual experiences. She came at a time in Kashmir history when a religious, fermentation was on and a new approach to religion, embracing all castes and creeds, had become imperative.

Lalla was born in about the middle of the 14th century in the reign of Sultan Alau-ud-Din (1343-54 A.D.) at Pandrenthan about

12 Kilometres from Srinagar. Married at an early age, she fell victim to the constant harassment of her mother-in-law. She got sick of her worldly life and renounced her home. She was initiated in Yoga philosophy and Yogic exercises by one Sidha Sri Kantha. Through concentrated application she attained spiritual greatness leaving her master much behind. She came out in the open and conveyed to her countrymen and women the spiritual message through her sayings. She advocated that to realise truth in life one has to look inside to discover one's self as a sure path to salvation. She poured forth her heart, rich in spiritual and mystic experiences, in Kashmiri verse. Her sayings became very popular amongst both Hindus and Muslims who learnt them by heart. There is hardly any cultured home in Kashmir where her sayings are not recited even now.

In the 17th century Bhaskar Rajanaka put some of these Vakyas in writing with a Sanskrit commentary. These have since been printed by the Research Department Srinagar. Some of these Vakyas have also been collected and published by scholars like Dr. Grierson Dr. Bsrnett, Sir Richard Temple and Pandit Anand Kaul.

Another celebrated mystic and saint of Kashmir Sheikh Noor-ud-Din conveyed his mystical experiences in hundreds of couplets in Kashmiri known as Shruk. Both the Hindus and Muslims learnt these by heart with reverence as they had done those of Lalleshwari. Sheikh Noor-ud-Din (1377-89 A.D.). Even, at present, both Hindus and Muslims in thousands pay homage to him at his Dargah at Chari Sharif.

After a gap of another 100 years we come across a mythological poem Banasur-Vada written in the 15th century. This is, perhaps, the oldest narrative poem in Kashmir.

By the end of 16th century Khwaja Habib Ullah Naushehri composed mystical poems in Kashmiri. It is from his time that love lyrics or what is designated as "Lol" in Kashmiri came to be written. This movement was augmented by Habba Katun, the poetess queen

of Kashmir in the second half of the 16th century. She was known as Zooni when Yusuf Shah Chak (1579-85 A.D.) was bewitched by her sweet singing. He took her as his queen under the name of Habba Khatun. In the 17th century a Kashmiri Hindu lady, Arnimal, whose poetic self was awakened through desertion by her husband Munshi Bhawani Das, a Persian scholar, wrote beautiful short poems. During the time of Afgan Governor Raja Sukh Jeevan (1754-62 A.D.) Prakash Ram Arigam wrote Ram Autar Charita in Kashmiri.

And now onwards Kashmiri became a regular medium of expression by several poets and literatures. Books came to be written on mysticism, romance, biography, epic poetry and folklore and fables.

CHAPTER IV

The Sikhs 1819-46 A. D.

The Sikhs remained in power in Kashmir for a short period of only two decades. Firstly, the period during which they ruled was too short to have brought to fruition any educational advancement if they had so cared to do and secondly, they succeeded to a regime (the Afgans) which had thoroughly emasculated the Kashmiris and put them under constant fright by their barbarous, cruel and usurious exactions. The Sikhs were no better except that they do not appear to have been so cruel in their treatment of the Kashmiri masses. Writes Sir Francis Younghusband in his book, "Kashmir", "The Sikhs who succeeded the Afgans were not so barbarically cruel but they were hard and rough masters". Sir Walter Lawrence says, "It must have been an intense relief to all classes in Kashmir to see the end of the evil rule of the Pathans and to none was the relief greater than to the peasants, who had been cruelly fleeced by the rapacious Sirdars of Kabul. I do not mean to suggest that the Sikh rule was benign or good but it was at any rate better than that of the Pathans". (The Valley of Kashmir P. 198).

Baron Von Hugel who was in Kashmir in 1836 had to remark "The dreadful cruelties perpetrated by their earlier rulers who, for the smallest offence, punished them with loss of their noses and ears, make the poor Kashmiris well satisfied with their present comparatively mild government."

Moreover the frontier districts of Kashmir remained in a state of turmoil throughout the Sikh rule. This political chaos was fanned by some of the European travellers who under the garb of visitors to the valley openly acted against the interests of the Khalsa Durbar. The most notorious among them was Moorcraft who came to Kashmir in the early regime of the Sikhs in 1822 A.D. He entered into a political intrigue with the Raja of Ladakh against the Sikhs who were forced to divert their resources and attention from the social and economic development of the Kashmiris to the maintenance of peace on the frontiers.

With the death of Maharaja Ranjit Singh things worsened and the Central Government weakened in its control because of political intrigues amongst the Sikh nobles. This had its impact on Kashmir. "The Sikh rule had not appreciably improved the lot of the people and the last five years of their regime due to weakening control of the Central Government, proved ruinous to the people. Petty intrigues and quarrels as between the Governor and the Military Commander encouraged the officials to freely tyrannise over the common people and amass wealth quickly. There was no security of service, appointments and dismissals of officers following in quick succession" (P.N.K. Bamizai, History of Kashmir P. 602). It is, therefore, obvious that little headway was possible for education during the Sikh Rule in Kashmir. Literary activities were limited. Mulla Baha-ud-Din Baba (1766-1822) flourished in the early part of Sikh rule. He wrote Khamsa. Mulla Hamid Ullah wrote a humorous poem Chai Nama. Khwaja Hassan Shiri born in 1808 is said to have settled in Delhi where he had several poetical duels with Mirza Ghalib.

CHAPTER V

Education under the Dogras 1846-1946 A. D.

Maharaja Gulab Singh acquired Kashmir in 1846 (Treaty of Lahore 9th of March, 1846) and thus from this year the State became the Jammu and Kashmir State and comprised of the regions of Kashmir and Jammu to which was added Ladakh and Gilgit by the Maharaja through conquest. Most of his time was spent in consolidating his territories and no progress of note in the field of education is noticed in his reign.

In 1857 Maharaja Ranbir Singh succeeded him.

E ducation under Maharaja Ranbir Singh 1857-85 A.D.

He was the first Dogra ruler to take personal interest in the advancement of education in the J&K State. He was a patron of learning and art. Learned men all over India were attracted to his court. He granted liberal annual grants to Sanskrit Institutions at Varanasi and made free provision for the students of the State who studied there.

In 1867 when the establishment of the Punjab University was mooted, he was the first Prince to make a handsome contribution of Rs. 62,500. He was made the first fellow of the Punjab University in 1882 A.D.

He established the first press in the State for the printing of books. It was known as Vidya Vilas Press and was located at Jammu. He is credited with the founding of a Translation Bureau for the translation of books from various languages. Pt. Ishwar Kaul was appointed as the Head of Translation Department at Srinagar and Pt. Jagdhar at Jammu. The idea behind it was to prepare ready made books for scholars reading in various schools which he got opened at various towns in the State. In this way books on geology, Geography, History, Physics and other allied subjects in English were got translated into Hindi. Arabic books were translated into Hindi as also into Persian. A number of Persian books were also translated into Hindi. Many Sanskrit texts in Sarda Script were transcribed into Dev Nagri Script. About this translation Bureau Sir Aural Stein says "Translation into Hindi of standard works, selected from the whole range of Dharsanas, the Dharma and other Sastras was executed and partly printed with the object of spreading knowledge of classical Hindu learning among the Maharaja's Dogri Subjects. Again Persian and Arabic works on historical, Philosophical and other subjects were translated into Sanskrit with the assistance of competent Moulvis, in a spirit of true enlightenment desired to promote between the representatives of Hindu and Mohammadan Scholarship in his dominions."

In Jammu and Srinagar two Schools were opened. The Jammu School was upto the Matriculation standard and was opened in early sixties of the 19th century. Provision was made in this School for the teaching of English, Sanskrit, Law, Ayurved, Tib and Persian. In the law classes State Laws were taught. A school for the training of Patwaris was also opened. The products from Ayurved and Tibia classes were recruited in the State dispensaries. Persian education was imparted upto the Munshi standard. In 1883 the Jammu school now designated as College had 400 students on roll.

The Srinagar school was opened in 1874 and was upto the middle standard. Education was imparted in Persian and Sanskrit.

There was a separate Department for the teaching of Arabic for Muslim students. In 1883 it had a roll of 450.

He founded a well-equipped Pathshala at Jammu in 1857, known as Ranbir Rughnath Pathshala and located it in the premises of Rughnath Temple Jammu for the teaching of Hindi and Sanskrit.) The teaching of Sanskrit was put on a special footing and in addition to the best available local talent the Maharaja went to India personally to request erudite Pandits to man this Pathshala. The instruction included the teaching of Vedas, Grammer, Poetics, logic etc. Dr. George Buhler who visited the State in 1875 A.D. in search of Sanskrit manuscripts, says in his report, "(The Maharaja) was good enough to take me to his Muddrissa and to allow me to examine some of the pupils in his presence. The active manner in which he took part in the examination showed that he was well acquainted with the subjects taught and that he took a real interest in the work of education. This Muddrissa which is the chief educational institution in Kashmir, contains besides a Sanskrit College where poetry, grammer, philosophy are studied, Persian classes and a school of Industry. Mathematics are also taught, according to a Dogri translation of the Lila Vati. I examined several classes in Sanskrit, Euclid and Algebra and most of the boys did very fairly." (The Pathshala was a residential School where scholars and teachers had free board and lodging.)

(In addition to Ranbir Rughnath Pathshala he established a Pathshala on a bigger scale at Uttarbani near Purmandal in Jammu. In this Pathshala besides the subjects in Sanskrit taught in Rughnath Pathshala, Mimansa was also taught.

(The Maharaja provided liberally for the growth of these Pathshalas which functioned on the lines of ancient ashrams. His ambition was to make Jammu a centre of learning in Sanskrit in India just as Kashmir had been in days gone by.) Under the Dharmarth Charter it is clearly defined that in the Pathshalas at Rughnath Temple Jammu and Uttarbani (Purmandal), arrangement is to be made for free board, lodging and books for one.

thousand students and among the translators of books ten men should be such as can translate Arabic and Persian books into Sanskrit.

(The Maharaja's dream to make Jammu as an important centre of Sanskrit learning in India is gradually coming true. Through the good offices of his grand-grandson, Dr. Karan Singh, the Government of India have converted the Jammu Rughnath Pathshala into one of the five Kendriya Sanskrit Vidya Peeths, the four others being located, at Tiru Patti, Puri, Allahabad and Delhi. It has been named as Ranbir Kendriya Sanskrit Vidya Peetha Jammu.)

Maharaja Ranbir Singh has done another signal service to the cultural development of the State. He set up a rich Sanskrit library with the Rughnath Pathshala. Through patient search and at great expense to collected a large number of Sanskrit manuscripts. The manuscript Section of the Library was visited by many Indian and European Scholars, chief among whom were Dr. George Buhler and Dr. Aurel Stein.

Education in the reign of Maharaja Partap Singh 1885-1925 A.D.

It was with the advent of the reign of Maharaja Partap Singh in 1885 that modern education in the State took shape. He established schools on the syllabus pattern of the Punjab University. The first High School of its type was the Ranbir High School.

The expansion of education steadily continued in his time. In 1890 there were ten schools, one High at Jammu and one middle School at Srinagar and 8 Primary schools. The Srinagar Middle school opened in 1874 with provision for the teaching of Sanskrit and Persian. In 1886 Dr. A. Mitra raised the status of the school to a full Anglo-Vernacular Middle school in which instruction was imparted according to the Punjab University syllabus.

The total number of scholars was 819 out of which 644 were Hindus. The expenditure on education was Rs. 15093, In 1892-93

intermediate classes were added to the Ranbir High School Jammu and the Srinagar Middle school was raised to the status of a High school.

In 1901 the number of schools was 87. By 1911 the number rose to 379 and by 1921 the number was 1175 when the total roll was 32971. Special attention was paid to the education of Muslims in Kashmir. In order to attract Muslim students to schools special scholarships were instituted. Grants on a liberal scale were sanctioned to schools run by Muslims. In 1917 the amount of special scholarship paid to Muslims was Rs. 3200. In Government schools special arrangement was made for the teaching of Arabic and 117 Arabic teachers were appointed. For training of the Arabic teachers, a training class for teachers was opened at Sopore in 1916. A training class of a similar type was opened at Anantnag in 1917.

As time rolled on, the High Schools in the State went on producing matriculates who could not get government jobs. The job opportunities being limited an acute problem of educated unemployed grew. The Punjabee officers who had entrenched themselves in the State departments showed favour in recruiting their own relatives and others from the Punjab. Thus a great cry rose for granting jobs to mulkis. The Government of India who still had a say in the State Administration issued instructions on the representation of the people to give preference to the permanent residents of the State.

Moreover the muslims continued to remain backward in education. They failed to take advantage of the facilities of education provided by the Government. But the idea that the Government was not taking concrete steps to uplift muslims educationally gathered momentum. An unrest was generated. (Finally in 1916 the Maharaja appointed a Commission on Education under the Chairmanship of Mr. H. Sharp, Educational Commissioner with the Government of India. He was requested by the State Government to make recommendations in the light of conditions prevailing in the State. The recommendations (the details will be given when education for

1915-16 A.D. is discussed) made by Mr. Sharp were readily accepted by the Maharaja but his officials were too slow and tardy in implementing them. The Government, however, granted more Scholarships to muslim students and appointed a Special Inspector for muslim education in 1917.

Maharaja Partap Singh's reign is again important because it was in his reign that College education in the State became an established fact.

On the visit of the then Prince of Wales to Jammu in 1905, the Maharaja announced that a College will be opened at Jammu in memory of the Prince's visit. It was formally opened in 1908 under the name of the Prince of Wales College, Jammu.

With the efforts of Dr. Annie Besant a Hindu College was opened in Srinagar in 1905. In 1911 this College was taken over by the Government and named Sri Partap College Srinagar.

The State opened the "Sri Amarsingh Technical College" in 1913.

Education in the reign of Maharaja Hari Singh 1925-47

Maharaja Hari Singh from the very beginning of his reign made attempts to identify himself with the problems confronting his subjects. He took a keen interest in the expansion of Education. His aim was to make his State educationally modern and advanced.

The number of institutions in his time doubled. In 1930 compulsory Primary Education for Srinagar, Sopore, Udhampur and Jammu was legalised for children in the age-group of 6 to 11. Students in these compulsory schools got free books.

To popularise education amongst the backward classes a large number of scholarships were set apart for their children. In Government schools 66% of students enjoyed freeships. By 1947 the enrolment was doubled of what it was in 1925. The Educational Budget swelled to 11 lakhs in his time. As soon as the report of the Wardha Education Committee convened at the behest of Mahatma Gandhi and headed by the late Dr. Zakir Hussain, was

released, the Jammu & Kashmir was, perhaps, the first State to give practical shape to the recommendations of the Committee. The State Government invited Dr. Zakir Hussain to advise it on the implementation of the scheme. At his advice, Mr. K.G. Saiyidain, Principal of the Teacher's Training College, Aligarh, was appointed as Director of Education of the State.

He convened a month's training course for senior teachers of the Department to initiate them in the new techniques of teaching and the training of teachers for basic schools. In October 1937 a Training School for Teachers with 100 teacher-trainees was opened.

It was in his time that a scheme of Adult Education in the State was evolved and started. To meet the growing demand of trained graduate teachers for secondary schools in the State a Training class for training Graduate teachers was opened in September 1940 and attached to then Prince of Wales College Jammu. A new Degree College was opened at Srinagar designated as Amar Singh Degree College, Srinagar.

SANSKRIT UNDER THE DOGRAS

Sanskrit continued to recede into background though Maharaja Ranbir Singh, as already related, took many steps to revive it. Sahib Ram, a noted Sanskrit scholar wrote Tirtha Sangraha which supplies the legends and geographical description of the famous places of pilgrimage in Kashmir. On his visit to Kashmir in 1875 Dr. George Buhler found Sanskrit still very popular with the Pandits of Kashmir. He was impressed by the Sanskrit knowledge of Pandit Daya Ram from whom he admits he got a great deal of valuable information. He also praised the Sanskrit scholarship of Pandit Damodhar, the chief Pandit of State Pathshala. Pt. Daya Ram was continuing the writing of Rajtarangini in Sanskrit. Dr. Buhler was also impressed by Pandit Gobind Kaul and Damodhar Jotshi. He points out to the existence of twenty two libraries of Sanskrit works in Srinagar during his visit.

The State Government established a Research Department

where valuable work was done in the collection, editing and publishing of ancient manuscripts in Sanskrit and Persian. The department was placed under the charge of Jagdish Chandur Chatterjee who in 1914 wrote "Kashmir Saivism". Some of the Pandits of note who worked strenuously in this Department are Mahamopadyaya Mukund Ram Shastri, Pandit Hara Bhat Shastri, Pandit Madhusudan Kaul and Pandit Jagadhar Zadu. The Department also brought out the Prtibhijna Sastra of Somananda with annotations in English. Pandit Madhusudan Kaul wrote a commentary on Abhinav Gupta's Tantraloka which was spoken of very highly by Scholars from abroad.

Persian Under the Dogras

Mirza Mehdi Mujrim who died in 1856 flourished partly under the Dogra regime. He is said to have been a forceful poet and his poetry is compared with that of Poet Ghani. Mirza Mehdi would often go into a trance and speak out beautiful poems.

Sir Mohammad Iqbal, a Kashmiri, who was domiciled in Lahore was a prolific and forceful persian and Urdu Poet. He attained great fame both in India and abroad. He was philosopher too.

Some Kashmiri writers in Persian who flourished in the Dogra rule are Raj Kaul, Taba Ram and Shanker Joo Akhun.

Dewan Kripa Ram, a Persian scholar of the Dogra rule, wrote Ghulab Nama.

Kashmiri under the Dogra Rule

The 19th century, on the whole, was a prolific period for Kashmiri Poetry. Many poets in Kashmiri shone in this period. Pandit Prakash Ram wrote the epic poem Ramayana in Kashmiri Poetry. Mohammad Gami wrote Panch Ganj (five romances) and many other poems. Maqbul, Shah, Kraliwari Gulrez, Wali Ullah distinguished himself in writing tragedies like Akanandun, Himal and Nagrai. Another famous poet of this century is Rasul Mir who wrote many mystical poems and gazals.

Parmanand, another famous poet dominated the cultural scene.

of almost the entire 19th century like a collosus. He was born at Matan in 1791 and died about 1880. In his poems we find a deep stamp of mystic thought. He appears to have been a yogi and his poems reflect on Kashmir Saivism which though profound are less obscure than the sayings of Lal Ded. Lakhasman Joo of Nagam and Krishena Joo Razdan also wrote religious poem full of devotion and pathos. Some of Parmanand's longer poems are Shiv Lagan, Radha Swaim Vara and Sudam Charita.

Wahab Khar and Mirza Kak also wrote mystical poems.

Abdul Wahab Pare is another well known poet of the 19th Century. He was born in 1845 A.D. in Hajin. He wrote religious, didactic, Satiric and amorous Poems. His mystical poems are also appreciated.

A lucid version of Akanandun has been written by Ramazan Bhat of Badgam.

Some European missionaries have also served the cause of Kashmiri literature at the close of the 19th century. Rev. T.R. Wade compiled a Kashmiri Grammar. Rev. J. Minton Knowles edited a collection of a number of Kashmiri proverbs and riddles with English translation. Later Pandit Anand Kaul made certain additions to these and published them in the Indian Antiquary. Rev. Knowles also published a collection of folk tales in English. A second collection of folk tales entitled as 'Hatim Tales' was published jointly by Sir Aurel Stein and Sir George Grierson.

A Kashmiri Grammar in Sanskrit written by Pandit Ishwar Kaul was translated by Sir George Grierson in English. Pt. Ishwar Kaul had also prepared a Kashmiri—Sanskrit Dictionary. Sir George Grierson made use of this in compiling his own Kashmiri dictionary in English which was published in 1932 by the Royal Asiatic Society, Calcutta.

Towards the end of the 19th Century Kashmiri Poetry was greatly influenced by the spread of democratic ideas in India. Its form and theme changed and it took a patriotic form. There was a

revolt in the suppressed feelings of the Kashmiri masses and this new thought was reflected forcefully by poets in Kashmiri Poems. The Chief exponent of this School was Ghulam Ahmad Mahjur. Mahjur was born in 1888 in a middle class family of Pirs at Matrigam. Mahjur was a votary of Hindu Muslim Unity and wrote both patriotic and love poems.

Another revolutionary poet, a contemporary of Mahjur was Abdul Ahnād Azad. He was born of poor parents in a village named Rangar in 1903. His initial education consisted of little Arabic and Persian to enable him to read the Quran. Later he studied Urdu. He completely revolutionised the Kashmiri Poetry by writing poems full of fire and thunder on the theme of the coming revolution. Through his forceful pen he prepared the masses from the present want and misery to an immediate future of freedom and plenty. He was, in addition a literary critic and wrote a history of Kashmiri literature in Urdu.

Mirza Hassan Beg in his Poem "the Kashmiri craftsman" has touched a new theme depicting the poetry of producers of the Kashmiri craftsmen and the usury of their employers. His main contribution is the Ruba'ai full of wit, irony and sarcasm.

Pandit Zinda Kaul who was popularly known as "Master Jee", started writing Kashmiri Poetry rather late in life. He was simple in habits but noble in thought. He was universally respected for his patriotic, devotional and mystical poems. He always made use of rich imagery, appropriate words and idioms and lofty thoughts. His book "SUMRAN" a collection of poems won for him a Sahitya Academy award in 1955.

For the last fifty years now attempts have been afoot to raise the standard and output of Kashmiri Prose by writing plays and short stories. The earliest play in Kashmiri is "Satach KAHWATH" by Nand Lal Kaul. Many other plays relating to reform in social evils have been written and played. During the tribal raid in 1947 A.D. many inspiring plays and dramas were written and played at the behest of the Kashmir Cultural Front to lead the people to work

for secular democracy and national integration. The pioneers of this movement are Dina Nath Nadim and Rahman Rahi.

Rahman Rahi is a young poet of note and is daily increasing his stature as a scholar in Kashmiri. He too was awarded the Sahitya Academy award lately.

Dina Nath Nadim a poet with a gifted imagination has been enriching the Kashmiri language by laying more stress on prose. His short stories are published from time to time. He has lately specialised in Opera writing.

Among the lesser lights and budding poets are Amin Kamil, Ghulam Ahmad Mushtaq, Fazil, Pitamber Nath Dhar, Prem Nath Premi and Almast.

In the writing of Urdu the notable name is that of Prem Nath Pardesi. Pardesi, though no longer living, wrote beautiful short stories, plays and romances. Among the living poets in Urdu may be mentioned the names of Dina Nath, Chikan Mast, Kamal-ul-Din-Shaida, Ghulam Rasul Nazaki, Shahzur Kashmiri, Abdul Ahad Pare.

In the Spring of 1972 a monumental book—An Anthology on Kashmiri writers and Poets who flourished between 1930 and 1950 was brought out in English by Professor T.N. Raina of N.D A. Khadak Vasla. It is a literary composition of high order and deep thought that has been ever attempted on such a subject.

Development of Dogri Language

People living in the Jammu Province of the State of Jammu and Kashmir are known as Dogras. The language they generally speak is known as dogri. It is claimed that it has originated from Prakrit which gave birth to Sanskrit.

It is to be admitted that no dogri literature has yet been unearthed prior to the time of Maharaja Ranjeet Deo (1750 A.D.). Even then only one poem written in his time, namely, "Killaya Battana Chhori Ditta" by poet Dattu has been found in a written form.

It was, however, in the reign of Maharaja Ranbir Singh that Dogri got proper facilities to advance by making it as a court language. Every Government servant was expected to learn Dogri or face a cut of 10% in his pay. He modernised Dogri Script with the help of Devnagari. Many books were translated into Dogri. Dand Vidhi (Penal Code) was translated into Dogri. A manual of drill was framed in Dogri. Firmans were issued in Dogri.

Mr. Nilamber Deo Sharma in his book, 'An Introduction to Modern Dogri Literature' writes, "The period before that (Maharaja Ranbir Singh's time) from the literary point of view, is enveloped in comparative obscurity where only persistent research can avail". But the irony is that no remarkable composition in Dogri of Maharaja Ranbir Singh's own time has been found except translations of some books from Sanskrit. Nor is any remarkable headway in Dogri literature discernable either in the reign of Maharaja Partap Singh or Maharaja Hari Singh.

But a new class of intelligensia has risen in Jammu since 1947 A.D. who are making serious efforts to keep the dogri language alive and many poets and writers in this language have sprung up

We have referred to Poet Dattu. His name was Dev Ditta and flourished in the 18th century. He belonged to Bhaddu in Tehsil Basohli. He migrated to Jammu and blossomed out as a poet in Brij Basha. His well known books in Brij Basha are 'Vir Vilas', 'Bara Mah' and 'Kamal Netra Satotra'. In Dogri language only one lyric poem is extant from his pen, viz., 'Killaya Battana Chhori Ditta' (I have stopped going to the well to get water).

Pandit Ganga Ram (1777—1858 A.D.) belonged to Kangra. It is said that he was a Sanskrit Scholar and Maharaja Ranbir Singh personally brought him to Jammu and appointed him the Head Pandit of Jammu Pathshala. He translated a number of Sanskrit books into Hindi and wrote 'Ranbir Praishchat' (the Penance of Ranbir). He is said to have written dogri Poems also, only one of which has been found so far.

Th: Rughnath Samyal (1885-1963) started his career as a teacher and then rose to be a Tehsildar in the Revenue Department. He composed a number of poems in Dogri and translated Gita in Dogri Poetry.

Pandit Har Datt Shastri (1890—1956) a Sanskrit teacher of the Education Department wrote forceful Dogri Poems on various themes, Patriotism, Dogra Desh, Bekari, Fashion etc. He also wrote Saterical poems powerfully pointing the evils from which the society suffers.

Sansar Singh (1891-1962) who took up Sanyasa and was known as Swami Brahmananda wrote profusely in Dogri language. Five collections of his poems have been published—‘Gunga da Gur’, ‘Mansarovar’, ‘Gupt Ganga’, ‘Shri Braham Sankirtan’ and ‘Amrit Varsha’. Other poets who may be mentioned are Kishen Samal Puri (b. 1900) Parmanand Almast (b 1901), Shamboo Nath (b 1905) and Ramlal Sharma (b. 1905).

Among younger poets and writers the name of Professor Ram Nath Sharma (b. 1915) is prominent. He has become a prolific writer in Dogri. Though he began writing in Hindi and Sanskrit he has been doing very good work in Dogri writing. He has written a number of short stories and is the author of the first Dogri play “Bawa Jittoo”. His dogri Poem “CHAKKI” is well written. He has also translated Sri C. Rajagopala Chari’s Ramayana and Mahabhartta from English into Dogri as also Kalidass’ Meghdoot, some plays of Bharatrihari and Tagore’s Gitanjali. At present he is working on a Research fellowship in Dogri in the University of Jammu. Among other poets may be mentioned the names of Dinno Bhai Pant, Yash Sharma, K.S. Madhukar (1929) who have given new trends to Dogri Poetry.

There is only one woman poet in Dogri. She is Padma Sharma (b. 1940) daughter of late Professor Jai Dev Sharma of Mirpur College. Her first poem ‘Raja Diyan Mandian’ is still a masterpiece in Dogri. She has also written a lot many lyrical poems. As with Dogri poetry, Dogri Prose also blossomed after 1947.

Bhagvat Prasad Sathe published a collection of short stories in Dogri entitled 'Pahla Phull'.

As already mentioned Professor Ram Nath Sharma wrote short stories, one act plays and dramas. His 'Bawajattoo' was the first Dogri play. Prashant wrote two plays—'Devaka' and 'Jitto'.

Vishwa Nath has written many prose essays and one act plays.

Bansilal Gupta edited 'Dogri Kathaan'. Shamlal Sharma, Laksmi Narayan Sarma, Nilamber Deo wrote prose essays and literary criticism. Other contributors to Dogri Prose are Shakti Sham, Ganganath Sharma, Rugh Nath Shastri, Madan Mohan Shastri and Anant Ram Shastri who have written on religion, philosophy, astrology and astronomy.

So far four novels have appeared in Dogri Prose. Narendra Khajuria wrote 'Shanno'; Madan Mohan Sharma wrote "Dhaaran te Dhooran"; Ved Rahi wrote 'Matlab', 'Beri te Pattan' and D.C. Prashant 'Rukmani'.

CHAPTER VI

Christian Missionaries and Education

It was in 1854 that a retired army officer Col. Martin and Rev. Robert Clark of the Punjab Missionary Society toured the State of Jammu & Kashmir to explore the possibilities of Missionary work in Kashmir. On their return they raised fourteen thousand Rupees for the purpose, out of which the contribution from the then Lieutenant-Governor of the Punjab, Sir Robert Montgomery, was one thousand rupees. A proposal was made to the Christian Missionary Society London to extend missionary work to Kashmir for humanitarian and evangelic work. This resulted in the opening of the mission in Kashmir in 1863 under Mr. Clark and Mr. Smith.

The missionary work in the State was initially limited to medical work. The first medical mission was established in Srinagar in the Spring of 1864 under Dr. Elmslie in the time of Maharaja Ranbir Singh. He worked for 8 years. Then came Dr. Theodore Maxwell in 1872. He continued till 1876. The work was then carried on by Dr. Downes and Reverend Wade. It was in 1880 that Dr. Arthur Neve took over. Later his brother Dr. Ernest Neve also joined him. They carried on the work for a long time together.

The first Mission Primary School was established in Srinagar by the Rev. I.S. Doxey in 1881 A.D. The School started with only five boys on roll. Rev. Doxey content at having made a beginning and confident of its expansion laboured on patiently, inspite of

stiff opposition both from the Government and the people. He persisted for two years.

He was succeeded by Rev. J. Histon Knowles. Rev. Knowles worked hard and with untiring zeal and tact. The school made rapid progress. It was raised, only after a couple of years, to a High School. By the time Rev. C. Tyndale Biscoe came on the scene in Dec. 1891, to succeed Dr. Knowles, the number of students in C.M.S. School was 250.

With the coming of Rev. Biscoe, education in Kashmir entered on a new phase. It stopped to be merely academic but started to bear a scientific look. Under his leadership class-room atmosphere completely changed. Better methods of teaching various subjects through proper teaching aids were introduced. Games like football, Hockey, Cricket and athletics, boxing, hiking and swimming were given equal importance in the students' work. He took pains to help his boys to build character and cultivate in them the qualities of self help. They were taught to help the needy and those in distress. In fact he tried his best to mould the Kashmiri boys in the best traditions of the English Public School.

Rev. Biscoe gradually gained the confidence of the people and was able to expand his work by opening a number of C.M.S. branch schools in the city of Srinagar.

There are indications that the first C.M.S. Girl School was started in Srinagar in 1894 but due to the stiff resistance on the part of the people it had to be closed. It was later reopened and steadily the prejudice of people against educating their girls faded. After sometime a second girls School was opened and attached to the Srinagar C.M.S. High School where the sisters of boys of the School received education. Notable missionary women who served in this school are Miss E.G. Hull, Miss Fitze, Miss Gomery and Miss Mallinson. The last is still running the school, now located at Sheikbagh.

In 1903 Father Brauer, a Roman Catholic missionary and J.P. Boland a teacher in Murree started St. Joseph's School at Baramulla

which in course of time flowered into a coeducational college. It continued till October, 1947 when it was literally destroyed by the tribal raiders. St. Joseph's College was later revived but was taken over by the State Government. The St. Joseph's School, is, however, still functioning.

At Anantnag a C.M.S. School was opened by Miss Coverdale with 100 students on roll.

The Christian missionare also opened a medical centre and school at Leh.

A High School for boys opened by the Scottish Mission functions at Jammu.

PART II

STATISTICAL GROWTH

1872 A.D. — 1973 A.D.

1. 2. 3.

CHAPTER VII

Education for Years 1872 A.D. To 1890 A.D.

We saw earlier that it was in the Dogra regime, under Maharaja Ranbir Singh (1857-85 A.D.) that education in the J & K State began to take shape on modern lines. It was in his time that regular schools got established which, in course of time were switched to impart education under proper University syllabi when the Punjab University was opened in 1882 A.D. For our purpose we shall take a period of a hundred years from 1872 A.D. and trace the gradual growth of education to the present day.

Maharaja Ranbir Singh evinced a keen interest in the educational uplift of the State and taking the times of his reign as well as the then financial resources of the State into consideration we have to admit that he made a good start.

It was not enough to start schools unless a ready supply of books for scholars was assured. To achieve this purpose he established a printing press at Jammu, named Vidhya Vilas Press. Side by side he set up a Translation Department to translate books from Sanskrit, English, Persian and Arabic into Hindi and Urdu and thus books for Schools in Mathematics, Physics, Chemistry, Geology etc., were made ready and printed for free distribution, to scholars reading in Govt. Schools. The Mulki authors also lent help by writing books on geography, history, Hindi, Urdu, Persian and Arabic. When Dr. George Buhler visited one of these Schools in

1875 he found that the Hindi Translation of Lilawati was taught to Scholars. Maharaja Ranbir Singh also appears to have put the official Administration on a sound footing and introduced in it certain reforms on the pattern of the British Indian System. We have some supply of official records and reports available which makes it possible to piece together the story of the evolution of education in the Jammu & Kashmir State.

Year 1872-73 A.D.

In 1872-73 the total number of Schools in the State was 44 with 31 schools in the Jammu Province and 13 in the Kashmir Province. The number of city Schools was 10. The total enrolment was 1533 against a total population (including the Frontier districts) of 15,34,972.

The subject-wise break of enrolment was Sanskrit 701, English 55, Persian 47, Arabic 70 and Dogri 250.

Out of the 31 Schools in Jammu Province, 11 were Sanskrit, Schools (Pathshalas) with 399 Scholars on roll and 11 teachers; Dogri Schools were 2 with 250 Scholars and 2 teachers; Persian and Arabic Schools were 6 with 107 scholars on roll and 6 teachers (3 for the teaching of Persian and 3 for the teaching of Arabic) and Schools where English was taught were 6 with 55 students and 6 teachers.

A similar break up for the Kashmir Province shows that 230 Pupils read in the main Srinagar Middle School. In the Nawakadal School the enrolment was 218 of whom the Hindus were 138 and Muslims 80. 203 students read Persian and 15 Arabic. The number of teachers was six, three for teaching Persian and three for Arabic. In the Maharaj Ganj School, the enrolment was 78 of whom 53 were muslims and 25 Hindus. All students read Persian under two teachers. The enrolment in the Basant Bagh School was 110 of whom Hindus were 92 and Muslims 18. The students read Persian under 3 Persian teachers. There were 99 scholars in Pathshalas taught by 2 Pandits. Total expenditure on education was Rs. 58,610.00 including an expenditure of Rs. 22,238.2 as on the

Translation Department. The expenditure on general education was thus Rs. 36,372.5-3 ps.

Break up expenditure for the year is :—

	Rs.	As.	
(i) Salary of Teachers	11,875	4	
(ii) Inspection and establishment	1,567	3	
(iii) Free rations to students	2,268	12	
(iv) Scholarship-pay to pupils	18,661	0	
(v) Prizes	40	0	
(vi) Miscellaneous	822	0	
(vii) Cost of books	1,138	2	3 Ps
Total	Rs. 36,372	5	3

Year 1873-74 A.D.

The number of institutions was 10 as last year.

The total enrolment was 2279 out of whom 779 were learning Sanskrit, 77 English, 116 Persian and Arabic and 307 Dogri.

During the year, under a decree of the Maharaja, indigenous schools were permitted to open.

At Srinagar a craft school was opened by the State for orphan children. 87 boys got admission to this School. In this School subjects like wood carving, Rafogari, Chikandozi, Khirati, Seraji, Kharadi were taught. The expenditure on this School for the year was Rs. 1800 which included scholarships paid to students of the value of Rs. 637.

Cost of General Education was :

(i) Pay of teachers.....	Rs. 27702-15as-6ps
(ii) Inspection.....	Rs. 8073- 1as-6ps
(iii) Pay & Scholarship to Scholars.....	Rs. 42520-10as-3ps
(iv) Books.....	Rs. 8054- 8as-0ps
(v) Buildings.....	Rs. 3820- 1as-6ps
(vi) Miscellaneous.....	Rs. 80- 0as-0ps
Total	Rs. 90251- 4as-9ps

Cost of Translation Department was Rs. 38413-11as with the following details :—

- (i) Pay of Translators.....Rs. 26878- 0 as
- (ii) Translation fees.....Rs. 10818-11 as
- (iii) Reward paid.....Rs. 717- 0 as

Books translated (i) from Arabic to Persian 3; (ii) to local vernaculars from Persian 3, from English 5 and from Urdu 4; (iii) from Sanskrit to Hindi 3.

Years 1874 and 1875

During the year schools were opened in Ladakh district also.

No : of scholars on 15th Dec : 1874 was :—

Pathshalas..... 779)
 Those reading English..... 77)
 -do- -do- Persian.....1116) Total 2279
 -do- -do- Dogri 307)

During the year 1314 students completed education so the position 15th Dec. 1875 of the enrolment was :

Community	Jammu	Kashmir	Ladakh
Hindus	395	388	(Bodes) 51
Muslims	24	107	Nil
Total	419	495	51

Jammu Province Enrolment subject-wise

Sanskrit—Hindus 197; Dogri—Hindus 93;

Persian & Arabic—Hindus 12, Muslims 13;

English—Hindus 32, Muslims 11.

Teachers and books distributed during 1874 & 1875

Description		Shastri	Dogri	Persian	Arabic	English	Total
Teachers	1874	5	2	2	1	3	13
-do-	1875	7	4	4	2	5	22
Books distributed	1874	6	4	15	5	10	40
-do-	1875	8	4	8	2	10	32

On 15th December 1875 A.D., 100 Scholars were in the Uttar Beni Pathshala with 12 teachers and at Purmandal 51 scholars with 3 teachers.

Kashmir Province-Subject-wise Enrolment

	Skt in Path-shala	Skt & Maths	Arabic	Urdu & Maths	Persian	Mian Schools	Lada-khi
On 15-12-1874							
Hindus	70	×	55	×	102	×	×
Muslims	×	×	26	×	56	×	×
On 15-12-1875							
Hindus	33	46	6	25	228	50	1
Muslims	×	×	20	×	87	×	45

Enrolment in Craft School Srinagar—Craft Wise:

Wood Car-ving	Rafo-gari	Chikan-Dozi	Seraji	Kharadi	Haqaki	Other Crafts	Total
On 15-12-1874							
6	5	6	4	6	3	13	43
On 15-12-1875							
5	4	5	3	5	2	11	35

During the year 1875 A.D. Primary Schools were opened in every Tehsil of Jammu Province. Education of children was made the responsibility of Brahmins in villages. They were paid, by way of remuneration, a fixed toll by the village farmers. The Schools thus opened were distributed as : Ranbir Singh Pura—51 Jasrota 25, Udhampur 8, Reasi 30, Munawar 50, Noushehra 21 and Ramnagar 31. Total number of Schools thus opened was 216.

The enrolment in these schools during the year was 4210.

To conduct inspection of these schools a Pandit was appointed at every Wazarat Headquarter who would tour round to inspect teaching in these schools.

There was an increase of 4 city schools during the year. The total number of institutions was 14, with 7 in Jammu and 7 in Srinagar.

A school functioned in Ladakh also. The expenditure for the year on this School was Rs. 4360.

Years 1882 and 1883 A.D.

By 1882 A.D. two Oriental Colleges functioned in the State. One of these was located at Srinagar and the other at Jammu. Besides one High School functioned at Jammu and one Middle School at Srinagar. The Government also maintained 8 Primary Schools.

Instruction in the Jammu Oriental College was given in the departments of English, Sanskrit, vernacular, law, Ayurved, Persian and Greek medicine. The English department followed the same syllabus as prevailed in the English Schools in British India. The total number of students studying in various departments of the College was 400.

In 1883 A.D. one student appeared at the Punjab Middle standard examination at Sialkote centre and passed. It was expected that in 1884 four students would take the Matriculation examination of the Punjab University.

In the Sanskrit department instruction was given in the Pragnya course of the Punjab University. The Vernacular department prepared students upto the Middle standard.

In the Law department instruction was imparted in the Revenue and Patwar laws. By next year all the State laws were expected to be taught. Students who successfully completed the law course have been absorbed in the State Service.

In the Vaidik (medicine) department Ayurved was taught and practical work also performed. At present it is a one year's course. Already 4 students of the department who had completed the course, have been appointed as Vaidis in the Districts and Tehsils.

The Persian Department prepared students upto the Munshi standard. During 1883 about 30 students of this department have been appointed to the State Service.

Kashmir Oriental College—the following department functioned in the College : Sanskrit, Persian, Arabic and Law. The number of students studying in the College was 450.

- (i) In the Sanskrit department instruction was imparted up to the Pragnya standard of the Punjab University.
- (ii) Persian department. Students were under preparation for the Munshi Examination. Those of the students who had already qualified for the Munshi have been recruited to the Govt. Offices.
- (iii) Arabic department imparted instruction upto the Maulvi Examination.
- (iv) Law department instructed students in various state laws as also in the Revenue Law.

Rughnath Pathshala had 200 students on roll. In addition to the teaching of the four Vedas instruction is imparted in Grammar, Poetry Poetics and Logic. The Pathshala is gaining renown and popularity as a Centre of Sanskrit learning. Students come from various parts of India to seek admission.

The Pathshala at Uttarbeni has developed in to a big institution for imparting instruction in Sanskrit learning. In this Institution Mimansa is taught as an additional subject.

Two officials in the Office of Governor Jammu have been appointed to tighten supervision of teaching in the Schools scattered in various Tehsils of the Province as also to take stock of the grievances of both teachers and boys.

Years 1889 and 1890 A. D.

- (i) First Inspector of School was appointed in 1889. Pandit Beshamber Nath of the Ajmir Govt. College joined as such on the 5th September, 1889. Initially he was placed in charge of indigenous Sanskrit Schools.
- (ii) Time tables in Schools came to be framed on Scientific lines.
- (iii) Scholarships were sanctioned purely on the basis of merit.
- (iv) An aided School was established at Muzafferabad.
- (v) Free distribution of books in Srinagar Schools was made subject to certain restrictions. This limited such awards to only a few deserving cases.
- (vi) A fresh grant of Rs. 5000 was sanctioned by the Government for opening more Primary Schools.

The number of Govt. Schools in 1889 A.D. was—High 1, Middle I, Primary 7 Total 9; 1890 A.D.—High 1, Middle, Primary 8—Total 10.

Add to 1889 A.D. 21 Village Schools and to 1890 A.D. 22 such schools.

Enrolment :

	1889 A.D.	1890 A.D.
Jammu High	260	350
Srinagar Middle	227	160
Village Schools	297	326
A.V. Middle Mirpur & Akhnur	102	113
Village Primary Schools	907	950
Indigenous Private Schools	449	487
Total	2242	2386

Cost of Education

	1889 A.D.	1890 A.D.
High	Rs. 14,720.00	Rs. 8,548- 8as
Middle	Rs. 2,876.00	Rs. 5,012-12as
Primary	Rs. 1,680.00	Rs. 1,584- 0as
Other charges	Rs. 1,989.00	Rs. 2,056- 0as
Total	Rs. 21,265.00	Rs. 17,201-4as

Average cost per pupil

Type of Education	1889 A.D.	1890 A.D.
High	Rs. 56- 9as	Rs. 24- 8as
Middle	Rs. 10-15as	Rs. 31- 5as
Primary	Rs. 5-11as	Rs. 4-14as

In 1890 the total revenue of the State was Rs. 47,00,801. The cost on education works out as point 4% of the Revenue.

During 1890 two students appeared at the Matriculation examination. Only one passed. Out of 7 students who took Middle school examination 6 students passed.

REVIEW OF EDUCATION — 1872 A.D. to 1890 A.D.

Reviewing the period of education from 1872 A. D. to 1890 A. D. we find that the State had two Oriental Colleges, one at Srinagar and the other at Jammu, one High School at Jammu and one Middle School at Srinagar. Besides schools sprang up in various Districts and Tehsils. Schools got opened at such far flung places as Ladakh and Muzafferabad. A craft school for orphans functioned at Srinagar. Education was almost free and pupils by and large got a free distribution of books.

The two Oriental Colleges ran entirely on Government expenses. The Pathshalas at Jammu and Uttarbeni were residential institutions where scholars got free books and scholarships and both teachers and students free board and free lodging also.

The effort made for the expansion was not, however, large as the expenses on education amounted to only point 4% of the total revenue during 1890.

The most significant steps in the late sixties of the 19th century were the setting up of the Translation Department and the establishment of the Government Press, which assured a ready supply of text books for the school children. It is to be guessed that the Translation Department must have relaxed its activities when the Printing Presses became common in India and the Punjab University Lahore was established in 1882.

We also see that a step towards modernising education was taken by regulating the School Inspection Agency headed by a regular Inspector of Schools appointed in Sept. 1889. Judging the times we speak of, we have to admit that a strong base for the expansion of education was certainly laid.

CHAPTER VIII

Education During Years 1891-1900 A.D.

Year 1890-91 A.D.

The number of institutions :—

High		1
Middle		3
Primary Govt	21)	23
Primary Dharmarth	2)	
Indigenous		9
Total		<hr/> 36

Enrolment during the year :—

Jammu High School	460
Srinagar Middle School	249
Mirpur & Akhnur Middle Schools	268
Village Schools	1025
Indigenous Private Schools	506
Total	<hr/> 2508

Cost of Education

(i) Inspection	Rs.	3566-10as- 7Ps
(ii) Central Schools — Srinagar and Jammu	Rs.	11216- 9as-10Ps

(iii) Village School Staff	Rs.	3536-15as- 0Ps
(iv) Scholarships	Rs.	1276- 2as- 3Ps
(v) Indigenous Schools	Rs.	474-13as-10Ps
(vi) Miscellaneous	Rs.	2079- 5as- 9Ps

Total	Rs.	22150- 9as- 3Ps
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Average Cost per pupil

High Schools	Rs.	16- 9as- 1Ps
Middle Schools	Rs.	11-15as- 7Ps
Primary Schools	Rs.	3-10as- 9Ps
Indigenous (Grant-in-Aid)	Rs.	0-14as- 7Ps

Year 1891-92 A.D.

Certain decisions for the reform of education were taken during the year :—

- (i) The system of awarding scholarships to students indiscriminately was discontinued. It was decided to award scholarships and prize books purely on the basis of merit.
- (ii) Gratuitous supply of text books to poor students in Srinagar schools was also started.
- (iii) The scheme of holding six monthly promotion examination in Primary classes was mooted.
- (iv) Steps for regular annual inspection of schools were tightened.
- (v) Complete switch over to the Punjab University syllabus in various classes in schools was ordered.

An important event of the year was the conversion of Srinagar Middle School into a High School.

Seven candidates from Jammu High School took the Matriculation Examination of the Punjab University and six passed. One student of the same school took the Matriculation Examination of the Calcutta University and passed. 8 students out of 12 of the same school qualified for the Middle School examination.

Srinagar School :—7 candidates took the Middle school examination of the Punjab University and all of them passed.

Number of Institutions

High	1
Middle	4
Primary	26
Indigenous (Aided)	10
Dharmarth Pathshalas	2
<hr/>	
Total	43

C.M.S. Mission School also functioned at Srinagar.

Enrolment

Jammu High	576
Srinagar High	303
Middle Schools	736
Primary Schools	1540
Village Private Schools	961
<hr/>	
Total	4116

In various Pathshalas the teaching of classical Sanskrit and Astronomy was also undertaken.

Due to paucity of Government buildings most of the Schools functioned in rented buildings and shops.

Cost of Education

	Rs.	as	ps
(i) Inspection	4463	10	8
(ii) Jammu & Srinagar High Schools	13061	2	7
(iii) Middle & Village Aided Schools	5698	14	5
(iv) Scholarships	2015	6	9
(v) Miscellaneous	4570	2	2
(vi) Grant-in-aid	904	9	9
<hr/>			
Total	30713	14	4

Average Cost per Pupil

	Rs.	as	ps
(i) High Department	20	10	4
(ii) Middle Department	12	15	6
(iii) Primary Department	3	4	4
(iv) Branch Schools	1	5	3

The Revenue of the State was Rs. 51,13,008. The cost of education was, therefore, point 6% of the State Revenue.

Year 1892-93

The year was disastrous for education in the State. It started with a severe outbreak of Cholera followed by epidemics of Malaria and Small Pox. Many thousands of young lives were lost. The subsequent heavy rain brought down several buildings. Several schools were closed for certain periods of time. Many had to be shifted from place to place. A portion of the Jammu High School building collapsed killing 20 students and one Persian teacher. Attendance became regular only when the building was restored and pronounced habitable.

At an Education Durbar the Home Member of the State made fervent appeals to the Maharaja, the British Resident in Kashmir and members of the State Council to donate liberally to increase the educational budget to about one lakh rupees. He also recommended the levy of Educational Cess in all Tehsils of the State.

Funds were also raised through public subscription and utilised to raise the Jammu High School to the status of a College up to the F.A. standard.

An important event of the year was the establishment of the Office of the Accountant General at Srinagar.

More schools were opened during the year which included 8 village schools in Jammu, 11 in Kashmir in 3 of which teaching of English was officially started. The number of village schools was now 29 in the Jammu Province. In the Kashmir Province 16

Schools besides 13 branch schools, attached to the Srinagar School now raised to the status of a High School, functioned.

Another significant event of the year, educationally, was the fixation of a centre for the Matriculation Examination at Srinagar by the Punjab University Lahore.

Number of Institutions

Kashmir Province	Type of Institution	Jammu Province
X	Collegiate School	1
1	High School	—
—	Middle Schools	6
29	Primary Scoools	29
1	Dharmarth SKT Schools	1
31	Total	37

Total No : of Institutions for the State 68 plus one Mission High School at Srinagar.

Enrolment

Jammu Collegiate School	596
Srinagar High School	343
Middle Schools	786
Primary Schools	1546
Branch Schools	981
	<hr/>
	4252

Cost of Education

	Rs.	as	ps
Inspection	4816	8	3
Jammu College & Srinagar High	14349	4	3
Middle and Village Schools	8652	15	3
Scholarships : Jammu Collegiate	2100	0	0
Srinagar High	750	0	0
Miscellaneous	3918	5	7½
Branch Schools	1185	11	3
Extension to Jammu College	7000	0	0
	<hr/>		
Total	42772	12	7½

The Revenue receipts for the year were Rs. 50,73,872.

The cost of Education was point $8\frac{1}{2}$ of the total income of the State.

Results

Jammu—S. R. College — Matriculation $2/3$, Middle $6/9$
Sanskrit—Proficiency $1/4$; Sastri $1/1$

Middle - Srinagar Middle	...	$11/12$,
Mirpur -do-	...	$3/3$
Udhampur -do-	...	$1/1$
Akhnur -do-	...	$2/3$

Year 1893-94 A. D.

We come across the following interesting resolution passed, during the year, by the Council of Ministers in the State regarding educational planning.

“There is a consensus of opinion that in the best interests of the country and its people steps should be taken to encourage technical education, because mere primary or higher literary education unattended by technical instruction is to the agriculturist a curse rather than a blessing; it literarily incapacitates him to follow his legitimate occupation, while in the case of others it only serves to create a class of discontented candidates for clerical duties whose aspirations the State cannot afford to meet. The Council feels that the technical education would have the effect of raising Kashmir Art and Industry and contemplate the opening of a technical school in Srinagar no sooner than they are in a position to provide funds for the purpose, but in the existing condition of financial depression, it is impossible to make any addition to the existing budget allotment for education”.

It is obvious from the resolution that the people, although the spread of education had neither been extensive nor large as yet, had started getting fed up with the literary type of education imparted to them. The number of educated unemployed must have begun to grow and the State Government must have already got panicky how to find job opportunities for the educated young men. At any

rate we get an indication of the Government thinking that the development of technical education in the State was also essential. It, however, took two decades more when the first Technical College was established in the State.

Number of Institution :

Jammu Collegiate School	1
High School Srinagar	1
Middle Schools	8
Primary Schools : Jammu	29)
	) 58
Srinagar	29)
Dharmarth Schools	2
Total	<u>70</u>

One Mission High School functioned at Srinagar.

Enrolment :

Jammu Collegiate	476
Srinagar High	371
Middle	911
Primary	2835
	<u>4593</u>

Expenditure :

Jammu College	Rs. 9832 - 0 as - 0 ps
Srinagar High	Rs. 5832 - 0 - 0
Middle Schools	Rs. 6108 - 0 - 0
Primary Jammu	Rs. 2436 - 0 - 0
Other items	Rs. 11428 - 10 as - 2 ps
Add Primary Srinagar	Rs. 4512 - 0 - 0
	<u>Rs. 40148 - 10 as - 2 ps</u>

Total State Revenue was Rs. 50,73,872. The cost of education was point 8% of the years Revenue.

Results

Province	Middle	Matriculation	Sanskrit		
			Pragaya	Vishard	Shastri
Jammu	11/11	7/7	1/6	0/1	1/1
Srinagar	13/13	2/2	6/6	3/4	x

Year 1894—95

During the year the College classes in the Jammu College were abolished and was again lowered to the status of a High School. The staff position in Srinagar Branch Schools was bettered with an addition of an Assistant master to each School. The English classes attached to the Leh School were abolished. Steps, however, were taken to open two vernacular schools one at Leh and the other at Gilgit.

Institutions :

High Schools	2
Middle Schools	9
Primary Schools	39
Middle Schools	19
Sanskrit	2
	<hr/>
	71

Plus one Mission High School at Srinagar.

Enrolment

Jammu High	567
Srinagar High	314
Middle Schools	1003
Primary including Branches	2889

Total 4773

Expenditure on Education :

	Rs.	as	ps
(i) Inspection	4758	4	3
(ii) Scholarships	2609	2	0
(iii) Miscellaneous	2924	7	7½
(iv) Jammu High	10848	11	3
(v) Jammu Middle	5477	15	1
(vi) Jammu Village Schools	2772	13	9
(vii) Srinagar High	5835	8	0
(viii) Kashmir Village Schools	2797	1	2
(ix) Kashmir Branch Schools	1464	0	0
T.A.	463	0	0
	<hr/>		
Total	39950	15	1½

The total Revenue of the State was Rs. 66,14,910. This gives the cost of education for the year as. 6 % of the Revenue.

University Results

Jammu—F.A.	3/5,	Matriculation	6/8,	Middle	9/18
Srinagar F.A.	—	—	1/2,	—do—	4/7
Akhnur	—	—	—	—do—	3/4
Mirpur	—	—	—	—do—	6/9

Year 1895-96 A.D.

The new building of the Ranbir High School Jammu, construction of which started in 1893-94 A.D., was completed this year.

No: of Institutions

Jammu—High 1, Vernacular Middle 9, Primary 24, Sanskrit 1; Total 35

Kashmir—High 1, Primary 15, Indigenous 19, Sanskrit 1; Total 36

Overall Total—71

Enrolment

High Schools	891
Middle Schools	1100
Primary including village schools	2971
Total	<u>4962</u>

Cost of Education:-

	Rs	as	Ps
(1) Inspection	4222	0	0
(2) Scholarships	2594	11	5
(3) Miscellaneous	2816	8	6
(4) Jammu High	9507	0	0
(5) Srinagar High	5696	0	0
(6) Jammu Middle	5271	0	0
(7) Jammu Village Schools	2665	1	10
(8) Kashmir Village Schools	2727	2	8
(9) Srinagar Branch Schools	1689	3	0
(10) T.A.	892	3	0
(11) Service Stamps	612	0	0
Total	<u>38692</u>	<u>14</u>	<u>5</u>

Total Revenue of the State Rs. 67,40,321.
Cost of education is point 6% of the Revenue.

University Results

Jammu— Matriculation 11/12, Middle 23/32
Kashmir— do 7/8, do 11/14
Sanskrit—Pragya 1/2, Visharad 4/4, Sastri 2/2.

Year 1896-97 A.D.

Number of Institutions:-

High Schools —Jammu 1, Kashmir 1.
Middle Schools —Jammu 9.
Primary do —Jammu 25, Kashmir 16.
Indigenous do —Jammu 3, Kashmir 19.

Total for the year—74 plus One Mission High School at Srinagar.

Vernacular Middle Schools were functioning at Mirpur, Akhnur, R.S.Pora, Samba, Bhimber, Riasi, Munawar, Udhampur and Kathua. None was opened in the Kashmir Province.

Enrolment:-

Jammu	High 512,	Middle 1147,	Primary 1281
Kashmir	High 405,	Middle —	do 1764
	<hr/>	<hr/>	<hr/>
Total	High 917,	Middle 1147,	Primary 3045
Overall total—5109			

Community-wise distribution of enrolment

Hindus	3780
Muslims	1226
Sikhs	103
	<hr/>
Total	5109

University Results:-

Jammu— Matriculation 11/12 Middle 23/32 Middle
Muffasil 24/29
Kashmir— Sgr. Matriculation 7/8, Middle 11/14
Sanskrit—Pragnya 1/2, Vishard 4/4, Sastri 2/2

Cost of Education :

	Rs.	as	Ps
(i) Inspection	4602	0	0
(ii) Scholarships	2973	4	0
(iii) Miscellaneous	2573	10	0
(iv) Jammu High	9516	0	0
(v) Jammu Middle	5779	4	0
(vi) Jammu Primary	2781	12	0
(vii) Srinagar High	6081	5	0
(viii) Kashmir Village Primary	2799	10	0
(ix) Srinagar Branches	1697	0	0
(x) Jammu Branch	150	1	0
(xi) T. A.	1064	3	0
(xii) Service Stamps	203	0	0
Total	40221	1	0

Total Revenue for the year was Rs. 65,11,052 which gives .6% of Revenues as cost of education.

Cost per pupil on average :

High School	Rs. 14-13as- 3ps
Middle Schools	Rs. 4-12as- 0
Primary	Rs. 2-15as- 6ps

Year 1897-98 A. D

Number of Institutions

The number of institutions remained the same as for last year with the same details-viz; 74. One Mission High School functioned at Srinagar.

Enrolment :

Jammu High School	623
Srinagar High School	465
Middle Schools (overall)	1136
Primary Schools	3199
Total	5423

Community-wise distributions :

Hindus	3963
Muslims	1359
Sikhs	101

Total expenditure on Education for the year was Rs. 43082-3as-3½ps.

Income realised from fees Rs. 807-11as-9ps.

Revenue receipts of the State for the year were Rs. 67,14,897.

Average cost of Education per pupil is Rs. 7-15as-5ps.

Percentage of Revenue spent on Education is. 64%

University Results

Jammu — Matriculation	15/23
Srinagar — do	13/13
Middle School-Akhnur 5/5, Udhampur	1/2,
R. S. Pora-1/4, Riasi	5/5,
Mirpur 1/5, Bhimber	4/5,
Samba	3/8.

Year 1898-99 A.D.

The year provided disastrous for the Srinagar High School as the building in which it was housed got burnt down. It was shifted to Mian Lal Din's house on the river side near the third bridge (Fateh Kadal). The Jammu High School also lost some of its records and furniture due to fire that broke out in the Mandi Offices.

Number of Institutions :

High Schools	—	Jammu	1,	Srinagar	1
Pathshalas		„	1,	„	1
Middle Schools		„	9,	„	—
Primary Schools		„	28,	„	16
Indigenous Schools		„	1,	„	19
			40		37

Besides these one Mission High School was at Srinagar.

Enrolment

Type of School	Hindus	Muslims	Sikhs	Total
High Schools	1012	130	16	1158
Middle Schools	814	280	45	1139
Primary Schools	1403	427	33	1863
Indigenous Schools	936	430	1	1367
Total	4165	1267	95	5527

Fees were charged from students of the Srinagar school from the beginning of the year.

Total expenditure for the year on education was Rs. 47078-10as-7ps.

The income from fees was Rs. 840-3as-3ps.

University Results:—

Matriculation:- Jammu High 23/25, Srinagar 16/19

Middle Standard :—Kathua 1/2, Akhnur 8/8, Mirpur 2/2, Udhampur 2/2, R.S. Pora 3/3, Riasi 1/3, Bhimpur 6/6, Sambha 3/3.

1899-1900 A.D.

Srinagar High School continued to be located in unhygienic and unwholesome surroundings. The Department of Education made several representations to the State Government to get a separate building for it.

Five Primary Schools were opened one each at Gilgit, Astor, Ladakh, Chilas and Gupis. The first three schools were kept under the supervision of the Wazir Wazarat Frontier districts and the last two under the control of Political Agent Gilgit. The enrolment at Gilgit was 55, Astor 8 and Leh 2. Two new Primary Schools were agreed to be opened next year in Skardu and Gilgit.

No: of Institutions:—

High Schools	Jammu 1, Srinagar 1.
Vernacular Middle School	Jammu 8, Kashmir 1
Primary Schools	Jammu 33, Kashmir 14.
Indigenous Schools	Jammu 1, Anantnag 2, Srinagar 19.
Total	80. Add one Mission High School at Srinagar.

Enrolment:--

Type of School	Hindus	Muslims	Sikhs	Total
High Schools	1002	108	15	1125
Middle	897	261	47	1205
Primary	1711	527	40	2278
Indigenous	1008	472	7	1487
Total	4618	1368	109	6095

The roll in Jammu High School was 698 students and in the Srinagar High School 427.

Total expenditure on education was Rs. 48030-7as-9ps against a sanctioned budget of Rs. 55370. This included Rs. 10202-9as-IP for the upkeep of Jammu High School as also Rs. 6876-6as-3ps for the upkeep of Srinagar High School.

The income from fees was Rs.877-12as for the year.

University Results:—

Jammu	High 10/20, Middle 20/35, Sastri 2/2, Visharad 1/2, Pragnya x
Kashmir	Srinagar High 4/8, Middle 11/50, Sastri 1/2, Vishrad x, Pragnya 2/2.

Review of Education 1890-91 to 1899-1900 A.D.

The main features of education during the decade are:—

- (1) All the schools in the State were switched over to the Punjab University Syllabus.
- (2) The scheme of holding six monthly promotion examination in primary classes was given a trial.
- (3) Grant of Scholarships was made on a rational basis and the merit of students emphasised.

- (4) The inspection of schools was organised on proper lines and every school assured of at least one inspection a year.
- (5) The State Government had a strong feeling to start technical education along with the spread of literary education. But it remained only a pious wish and no practical steps were taken to make it sure.
- (6) The Jammu High School was raised to the status of an Intermediate College. But only after three years the Intermediate classes were discontinued.
- (7) The Srinagar Middle School was elevated to the status of a High School in 1892 A.D.
- (8) A centre for the Matriculation Examination was instituted by the Punjab University Lahore in 1894.
- (9) The frontier districts of Ladakh and Gilgit were brought on the educational map of India. Schools were opened at Leh, Gilgit and far flung places like Chilas and Gupis.

Let us study the following table of statistics:-

Year	Number of Institutions	Enrolment	Cost of Education
1890-91 A.D.	36	2508	Rs. 22151
1891-92 A.D.	43	4116	Rs. 30714
1892-93 A.D.	68	4252	Rs. 42773
1893-94 A.D.	70	4593	Rs. 40148
1894-95 A.D.	71	4773	Rs. 39950
1895-96 A.D.	71	4962	Rs. 38693
1896-97 A.D.	74	5109	Rs. 40221
1897-98 A.D.	74	5423	Rs. 43083
1898-99 A.D.	77	5527	Rs. 47079
1899-1900 A.D.	80	6095	Rs. 48031

The number of institutions in 1890-91 was 36. The number doubled by 1894-95 in five years and stood at 80 by the end of the decade which shows that there was only an increase of 9 institutions in the second five year period.

The enrolment in 1890-91 was 2508 and in 1899-1900 was 6095 which shows an increase of 3587 scholars in 10 years. The cost of education was Rs.22151 in 1890-91. It rose to Rs.48031 in 1899-1900 thus showing an increase of Rs.25880 which means that the expenditure on education more than doubled in 10 years.

No doubt there was naturally increase on all sides but it was really very slow.

CHAPTER IX

Education during 1900 to 1909 A.D. Year 1900-1901

Number of Institutions:-

(i) High Schools (Public)	2
(ii) Aided Secondary Jammu 1) Srinagar 2)	3
(iii) Public Secondary School (Middle)	12
(iv) Primary Schools,—Public	66
—do— —do— Aided	5
(v) Indigenous Schools	74
(vi) Frontier Primary Schools	5
Total	167

Enrolment:-

Jammu High	722
Srinagar High	440
Secondary Schools	1734
Primary Schools	1298
Indigenous	1705
Frontier Schools	154
Total	6053

Distribution of enrolment in Frontier Schools.

Gilgit School	61
Astor School	13
Kargil School	48
Skardi School	20
Leh School	12
Total	154

Community-wise distribution of enrolment:—

Type of School	Hindus	Muslims	Sikhs	Total
High	1040	111	11	1162
Secondary	1411	278	45	1734
Primary	2133	975	49	3157
Total	4584	1364	105	6053

Cost of Education—Rs. 44667-3as-9ps
Against the Budget grant of Rs. 52765.

Average cost per pupil was:—

Secondary Education (High and Middle) Rs. 10-3as-10ps
Primary Rs. 2-12as-6ps against Rs. 5-3as- 5ps
in Punjab.

University Results:—

Matriculation - Jammu 7/15, Srinagar 7/10
Middle - Jammu 13/22, Srinagar 12/13
—do— Other Schools 35/49.
Sastri - Jammu 2/3, Srinagar 5/6.

The event of the year was the sad demise of Pandit Bishember Nath Director of Public Instructions and the officiating appointment of Khwaja Jamal-Ud-Din in his place.

Year 1901-02 A.D.

The most significant event of the year was the opening of the first girls Primary School at Jammu through private enterprise. It

was christened as “Kanya Pathsala”. It received a grant-in-aid of Rs. 1000 from the Government. The School started with a roll of 20 girls.

It appears two more High Schools functioned during the year.

Number of Institutions:—

High Schools	4
Middle Schools	14
Primary Schools (Boys)	76 (including 5 in the Frontier)
—do— (Girls)	1
Private Institution	74
Total	169

Enrolment:—

High Schools	2228
Middle Schools	1630
Primary Schools	3461 (including Frontier Schools)
Primary Girl Schools	146
Private Institutions	1705
Total	9170

The number included 188 in frontier schools.

Cost of Education:—

High Schools	Rs. 33284- 3as-3ps
Middle Schools	Rs. 11294- 8as-4ps
Primary Schools	Rs. 9644 -13as-8ps
Primary Girl Schools	Rs. 1295 - 0as-0ps .
Total	Rs. 55518-9as-3ps

Against a sanctioned Budget grant of Rs. 59072.

Average cost of Education per pupil:—

High Department	Rs. 14-15as-0ps
Middle Department	Rs. 6- 1as-4ps
Primary Department	Rs. 2-12as-3ps

University Results:—

Matriculation Examination:	Srinagar 7/ 7, Jammu 14/23
Middle Examination:	Srinagar 14/15, do 14/33
Other Middle Exam:	35/56
Shastri	Jammu Nil, Srinagar 2/8

Year 1902-03 A.D.

The event of the year was the establishment of the Research Department in the State under the name of the "Ranbir Institute of Ancient Studies and Research"

No: of Institutions:

High Schools (Public)	4
Middle Schools (Public)	14
Primary Schools (do)	97
Girl Primary (do)	1
Private Institutions	149
Total	<hr/> 265

The number of Public Schools was 116 with a roll of 8565 of which 64 Schools with a roll of 4421 were in the Jammu Province, 41 with 3900 pupils in Kashmir and 11 with 247 pupils on roll in the frontier districts. There was one girl school in the Public sector also.

Enrolment:

High Schools	2449
Middle Schools	1741
Total boys Secondary Education (Public)	<hr/> 4190
Primary Schools (Public)	4235
Total Boys Education (Public)	8425
Girls Primary (Public)	143
Total Enrolment Public Schools	<hr/> 8568
Private Institutions	2264
Over-all total	<hr/> 10832

Cost of Education:—

High Schools	Rs. 35266- 9as-11ps
Middle Schools	Rs. 11619-10as- 3ps
Primary Schools	Rs. 10816-12as- 9ps
Girls Schools	Rs. 1740- 0as- 0ps
Scholarships	Rs. 6749-15as- 0ps
Other charges	Rs. 23697- 2as- 1ps
Total	Rs. 89890- 2as- 0ps

Average Cost per pupil:—

	Rs.	as	ps
High Department	14	6	4
Middle Department	6	10	9
Primary Department	2	13	9½

University Results: —

Matriculation	30/40
Middle Standard	130/183

Year 1903-04 A.D. ✓

The following decisions were taken by the Education Department during the year:—

- (i) A Normal School for the training of teachers was opened at Srinagar.
- (ii) The minimum pay of teachers, which in some cases was only Rs. 3/- per month, was raised to Rupees ten per month.
- (iii) It was decided to recruit only trained teachers to schools.
- (iv) All teachers with service below 5 years were to pass A.V. Middle School Examination.
- (v) Teachers with service above 5 years had to pass Departmental Examination.
- (vi) Ten stipends of Rs. 6/- each were instituted for teachers to undergo a training course at Lahore Normal School.

- (vii) School Inspection Agency was strengthened with the appointment of one more Assistant Inspector of Schools. The State had now one Inspector of Schools and two Assistant Inspectors.

Institutions and Scholars

Type of Institution	Public Sector		Aided		Unaided	
	No:	Scholars	No:	Scholars	No:	Scholars
High	2	1032	1	294	1	405
A.V. Middle	—	—	—	—	1	143
V. Middle	13	1632	—	—	—	—
Primary Schools	89	3969	—	—	8	1307
Normal School	1 ✓	9 ✓	—	—	—	—
Female Middle	—	—	1	143	—	—
Total	105	6642	2	437	10	1855

i.e., Total Number of Institutions is

117 with Roll

8934.

Indigenous Schools is 180 with Roll 2849,

The total number of Schools is 297

with

11783 Scholars.

The figures include 11 Schools in the Frontier with 247 scholars.

Cost of Education:—

	Rs.	as	ps
(i) Secondary Education	48452	8	4½
(ii) Primary Education	14383	5	2½
(iii) Aid to Mission School Sgr.	870	14	0
(iv) Aid to Girls School Srinagar	1000	0	0
(v) Aid to Technical School Lahore	1000	0	0
(vi) Aid to Kanya Pathshala Jammu	1000	0	0
(vii) Inspection	7561	0	0

	Rs.	as	ps
(viii) Scholarships	8184	11	9
(ix) Petty repairs	200	0	0
(x) Apparatus & Furniture grant	2180	0	0
(xi) Miscellaneous	6339	0	0
Total	91171	7	4

Average Cost Per Student

Secondary Rs. 14- 5as-6ps against Rs. 23-0-0 of Punjab

Primary Rs. 3-10as-8ps against Rs. 4-0-0 of Punjab

University Results

Matriculation 20/46 Middle Standard 164/258

Visharad 1/7 Pragnya 2/11

Year 1904-05 A.D.

No : of Institutions	Type of Institution	Enrolment
4	High (boys)	1717
14	Middle (boys)	2066
111	Primary (boys)	5804
1	Middle (girls)	170
2	Primary (girls)	148
1	Normal Schools	9
188	Private Indigenous	2849
321	Total	12763

Thus the No : of Institutions is 321
and total enrolment is 12763

Cost of Education

	Rs.	as	ps
(i) High Schools	39879	1	9
(ii) Middle Schools	15621	0	0

	Rs.	as	ps
(iii) Primary Schools	19665	0	0
(iv) Grant-in-aid :—			
Srinagar Hindu High	2400	0	0
Srinagar Islamia Primary	600	0	0
(v) Other charges	33023	3	3
(vi) Scholarships	6732	0	0
	<hr/>		
Total	1,17920	5	0
Out of which direct charge	78392	0	0
was and indirect charge	39528	5	0
	<hr/>		
Total	1,17920	5	0

Total State Revenue was Rs. 88,50,000/-

The cost of education was thus 1.4% of the year's Revenue.

Average Cost per pupil

Secondary Education — Rs. 13-8as-10ps against
Rs. 21-13as-7ps of the Punjab

Primary Education — Rs. 3-5as-7ps against
Rs. 5-0as-1ps of the Punjab.

The stipend to teachers under training was raised from Rs. 6/- to Rs. 8/- P.M.

To encourage Muslims to take to education five Muslim Scholarships were granted.

University Results

Matriculation 27/58

Year 1905-06 A.D.

- (i) An important event of the year was the opening of a Hindu College at Srinagar through the good offices of Dr. Mrs. Annie Besant of the Theosophical Society at Adyar Madras.
- (ii) During the visit of the then Prince of Wales to Jammu the Maharaja (Partap Singh) announced to start a College

at Jammu in memory of the Princes visit. The College was opened actually in 1908.

- (iii) An awakening for the opening of Schools in the rural areas of Jammu was noticed. The villagers offered free rent houses.

The number of Institutions and Enrolment

No : of Institutions	Education Sector	Enrolment
161	Public	11294
176	Private	2412
337	Total	13706

Community-wise distribution

Hindus	9169,	Muslims	4212,	Sikhs	272
Christians	6,	Others	47 —	Total	13706

Cost of Education

(i) Direct — Boys	Rs. 94177-15as-6ps
Girls	Rs. 2540-15as-0
Total	Rs. 96718-14as-6
(ii) Indirect	Rs. 50058- 0 - 0
Total	Rs. 146776-14as-6ps

State Revenue during the year was 93 Lakhs Thus. the cost of education was about 1.6% of the Renenue for the year.

The number of Secondary Schools was : (for boys)

High 4, A.V. Middle 7, Vernacular Middle 10, Total 21

For Girls one Middle School and 2 Primary Schools functioned with an expenditure incurred at Rs. 2540-15as-9ps.

During the year the number of Primary Schools in the Frontier Districts was 9 with 357 scholars. The expenditure on these was Rs. 3737 for the year.

Average cost per Pupil

(1) Secondary Schools Rs. 15-8as-11ps against
Rs. 21- 8 -0 in the Punjab

(2) Primary Schools Rs. 3- 7as-4ps against
Rs. 4-15as-0 in the Punjab

Years 1907-08 and 1908-1909

Type of Institutions	No : of Institutions 1907-08	No : of Institutions 1908-1909
Colleges (Boys)	1	2
High Schools (Boys)	3	4
Middle Schools (Boys)	199	199
Primary Schools (Boys)	345	347
Normal Schools	<u>1</u>	<u>1</u>
Girls Schools	10	10
Total	559	563

Total enrolment in 1907-08 was 17511
and in 1908-09 was 19723

A significant event of the year 1908-09 was the opening of the Prince of Wales College Jammu in a beautifully constructed building amidst extensive grounds.

Cost of Education

Type of Education	1907-08	1908-09
	Rs.	Rs.
College	22,000	32,000
Inspection	23,324	31,800
Secondary Schools	47,801	49,500
Normal Schools	8,372	9,500
Primary Schools	44,862	45,400
Girls Schools	18,205	15,800
Grant-in-aid	9,000	12,000
Scholarships in Foreign Countries	9,000	12,000
Scholarships in India	3,216	3,216
Miscellaneous	39,116	39,900
Total	2,24,896	2,51,116

Review of Education for the period 1900-01 to 1908-09 A.D.

(1) A College in Srinagar through Private effort started functioning in this period.

(2) People began to have ideas of expanding girls education. The first girls school was found through private enterprise at Jammu. It started functioning with 20 girls on roll.

(3) A Research Department for ancient studies was opened in 1902-03.

(4) The first Normal School for the training of teachers was opened in 1903 04 A.D. .

(5) Scholarships were awarded to teachers to get trained in India.

(6) Trained teachers were preferred for recruitment as teachers.

The following table may be studied:—

Year	No : of Institutions	Enrolment	Cost of Education
			Rs,
1900-01	167	6,053	44,667
1901-02	169	9,170	55,519
1902-03	265	10,832	89,890
1903-04	297	11,783	91,171
1904-05	321	12,763	1,17,920
1905-06	337	13,706	1,46,777
1907-08	559	17,511	2,24,886
1908-09	563	19,723	2,51,116

During the 8-year period between 1900-01 to 1908-09 we notice :

- The number of institutions rose from 167 to 563 making for an increase of 396 institutions or 237%.
- The enrolment rose from 6053 to 19723 giving an increase of 13670. In other words the enrolment more than trebled itself during the period.

- (iii) The expenditure on education was Rs. 44,667 in 1900-01. It rose to Rs. 251116 in 1908-09. This shows that the cost of education increased five-fold during the period.

Let us now compare the figures with those at the beginning of the last decade.

Year	No: of Institutions	Enrolment	Cost of Education
			Rs.
1890-91	36	2508	22,151
1900-01	167	6053	44,667
1908-09	563	19723	2,51,116

- (i) The number of institutions rose from 36 in 1890-91 to 563 in 1908-09. This shows that the institutions became about sixteen-fold in 18 years.
- (ii) The number of scholars was 2508 in 1890-91. It was 19723 in 1908-09. Thus the enrolment became eight-fold in 18 years.
- (iii) Cost of education was Rs. 22,151 in 1890-91. It rose to Rs. 2,51,116 in 1908-09. It shows that cost of education rose to more than eleven-fold during the last eighteen years.

CHAPTER X

Education during 1910-11 to 1919-20 A.D.

Year 1910-11 A.D.

During the year the inspection Agency was reorganised and strengthened in order to improve the inspection and the administration of Schools. One Inspector of Schools and one District Inspector of Schools were appointed for each Province. The Frontier Districts were kept under a separate District Inspector of Schools. A separate lady Inspector of Schools was appointed in the grade of Rs. 100-10-150 to look after Women's Education.

Total number of Institutions was 385.

Enrolment:—

Secondary Education	8461
Primary Education (Boys)	14377
Primary Education (Girls)	908
Total Roll was	<hr/> 23746

Expenditure on Education for the year was Rs. 3,30,525.

Year 1911-12 A.D.

An important event of the year was the acquirement by the State Education Department, of the Hindu College Srinagar which was opened by the Trustees of the Central Hindu College Benares

through the good offices of Dr. Mrs. Annie Besant of the Theosophical Society Adyar, Madras. The said Trustees were paid Rs. 20,000 and the College was taken over by the Government on the 22nd July, 1911, the birthday of Maharaja Partap Singh. The college was named Sri Partap College, Srinagar.

Institutions : The number of institutions in both Public and Private Sectors was 407. This number included 169 private and indigenous schools with 2705 scholars.

Enrolment :

i)	Secondary Education	—	8,736
ii)	Primary do (boys)	—	14,589
	do do (girls)	—	1,188
Total			<hr/> 24,513

Out of the total population of 31,58,126 overall percentage of School going children in the population was :

Boys	—Kashmir	8.06%, Jammu	3.6%
Girls	— do	0.38%, do	0.38%

It was noticed that more muslim scholars sought admission in Schools which showed they had started to take advantage of the educational facilities offered by the Government. To popularise education further amongst the community fresh scholarships were granted to Muslim students.

Greater stress was laid on the teaching of Modern Indian Languages than over the teaching of Classical Languages.

During the year 8 High Schools, 13 A.V. Middle Schools and 14 Vernacular Middle Schools, functioned in the Public Sector with a total roll of 8736.

In the sphere of Primary Education for boys 188 Schools functioned with 172 in the Public Sector and 16 aided. These had a roll of 14589. In addition 12 Primary Schools for girls with 1188 girls on roll also functioned.

Teachers Training:—

The normal School at Srinagar trained 12 teachers during the year. Ten teachers were admitted during the year. In addition 10 normal school trained teachers, 3 S.V's and 4 J.A.V's returned after completion of training from Lahore.

The cost of education during the year was Rs. 4,24,310-1as-4ps.

Year 1912-13

The number of Institutions:—

Colleges — two —	Enrolment	205
Secondary Schools (Boys)		
High	8)	
A.V. Middle	21)39	Enrolment
V. Middle	10)	8762
Primary School (Boys)	271	Enrolment
Secondary-Girls	4	Enrolment
Primary Girls	8	Enrolment
Private Indigenous	170	Enrolment
Primary		4416
Total	494	27371

The chief event of the year was the opening of Sir Amar Singh Technical College at Srinagar. Mr. F.H. Andrews formerly Headmaster of Battersea Polytechnic School London was appointed as its first Principal.

The cost of Education for the year was Rs. 426121-8-9.

The Revenue of the State was 133 Lakhs.

The cost of education was thus only 3.2% of the total Revenue Receipts.

Year 1913-14 A.D.

Institutions and Enrolment

Institutions	Type of Institution	Enrolment
2	Colleges—Arts	265
1	College Technical	90
43	Secondary Schools (Boys)	10068
5	Secondary Schools (Girls)	662
285	Primary (Boys)	14350
8	Primary (Girls)	641
288	Indigenous Primary	6359
632	Total	32435

12.58% of boys of School going age were at schools while the same percentage for girls was merely .65.

During the last three years there was a steady increase in the enrolment of Muslim students. The percentage of increase was (over the previous year) :—

1911-12	31.4%
1912-13	46.4%
1913-14	35.4%

During the current year the muslim students registered an increase over the Hindu students. Their number was 13515.

Training of Teachers

The output from the local Normal School was 20 trained teachers. A group of 15 graduate teachers was sent to various Training Colleges in India for courses in Degree of Teaching.

Cost of Education

(i) College Education	Rs. 134615
(ii) Secondary Education (boys)	Rs. 216378
(iii) Education of (girls)	Rs. 27609
(iv) Miscellaneous	Rs. 113861
(v) Primary Education (boys)	Rs. 79057
Total	Rs. 571520

The Revenue of the State was 136½ lakhs.

The cost of Education is thus 4.2% of the Revenue.

Year 1914-15 A.D.

During the year the Geological Museum Prince of Wales College Jammu (Now Gandhi Memorial Science College) was enriched by the presentation of a collection of fossil specimens collected by Prof: T.M.C. Hughes of the Sedquick Museum Cambridge.

Teaching of English in Schools was taken under the Direct Method.

No: of Institutions and Enrolment

No : of Institutions	Type of Education	Enrolment
(Boys) 2	College Arts (Boys)	305
(Boys) 1	College Technical	159
(Boys) 8	High Schools	3796
(Boys) 32	Middle Schools	5889
(Boys) 300	Primary Schools	15482
(Girls) 5	Middle Schools	759
(Girls) 11	Primary Schools	902
1	<u>Normal School</u>	<u>19</u>
339	Private Indigenous	8475
699	Total	35786

The number of muslim students for the year was 18129 against 13515 of last year. This gives an increase of 4614 in one year.

The number of Institutions increased by 67. The corresponding rise in the enrolment was 3351.

Cost of Education

(1) College Education	Rs. 148958- 0- 0
(2) Secondary (boys)	Rs. 229616- 7-11
(3) Primary (boys)	Rs. 98498- 4- 2
(4) Female Education	Rs. 28678- 9-10
(5) Other Charges	Rs. 202588-10- 0
Total	Rs. 708339-15-11

The State Revenue Receipts are 124½ lakhs. The cost of Education was thus 5.7% of the Revenue.

Year 1915-16 A.D.

During the year a Conference of Educational Officers and Headmasters of Secondary Schools was held under the Chairmanship of the Minister of Education. Some steps were taken to organise school work in a better way.

- (i) Vernacular was to be the medium of instruction for all subjects upto the 7th class, and in History and Geography in the 8th class.
- (ii) To remove overcrowding in School classes, it was decided to have one teacher for 30 students in the infant classes and one teacher for 40 students in other classes.
- (iii) Teaching in Middle Classes was made more effective.
- (iv) In the Schools and Colleges in larger towns and cities special medical staff was recommended to be provided for regular medical examination of students. Similar steps were recommended to extend these facilities in the case of rural areas.
- (v) A Committee of Educational Officers was appointed to review and revise the syllabus in Girls Schools and provide for the physical education of girls.

Number of Institutions and Enrolment

Number of Institutions	Type of Education	Enrolment
2	Colleges—Arts	372
1	-do- — Technical	155
9	High Schools — Boys	3,026
32	Middle Schools — -do-	6,079
304	Primary — -do-	16,669
5	Middle Schools — Girls	655
11	Primary Schools	924
1	Normal School	19
309	Private Indigenous	6,804
2	Schools for Special Instruction	63
676	Total	34,766

Cost of Education was Rs. 6,85,327-8a-5p. Total Revenue of the State was 122½ lakhs for the year. The cost of Education was 5.6% of the total Revenue.

The year maintained the tempo in the increase of Muslim students.

The Primary Schools from the High Schools at Jammu and at Srinagar were detached.

✓ Two graduate teachers were sent to the Central Training College, Lahore for degree in Teaching.

Year 1916-17

No. of Institutions and Enrolment

No. of Institutions	Type of Education		Enrolment
2	Colleges	— Arts	424
1	-do-	— Technical	139
10	High Schools	— Boys	3318
31	Middle Schools	— -do-	5923
315	Primary Schools	— -do-	16765
5	Middle Schools	— Girls	921
11	Primary School	— -do-	830
<u>1</u>	Normal School		<u>25</u>
309	Private Indigenous		6095
685	Total		34441

Total cost of Education

—Rs. 7,35,106-9 As

Its break-up was :

	Rs.	as	ps
Colleges (Arts)	1,47,872	9	5
Technical College	32,525	0	9
High Schools	1,59,011	2	3
Middle Schools	1,06,861	8	11
Primary Schools	1,33,340	4	9
Normal School	5,419	9	2
Other charges.	1,50,076	5	6

Total Rs. 7,35,106 9 0

State Revenue Receipts were — 150½ lakhs

The cost of Education was thus 4.9% of the Revenue

Average cost per pupil :

	Rs.	as.	ps
(i) Primary	7	—9	—4
(ii) Secondary	26	—2	—7
(iii) Colleges	348	—12	—0
(iv) Overall	17	—0	—0

✓ Sharp Committee Report

The most momentous event of the year was the appointment of an Education Commission by the State Government.

At the request of the State Durbar, the Government of India deputed to the State Hon'ble H. Sharp C.S.I. Educational Commissioner with the Government of India to examine the existing educational system in the State and to advise the State Government on its future educational policy. Mr. Sharp was in the state from 9th April to 1st June, 1916. Later he submitted his report known now as Sharp Committee Report on Education.

The main recommendations of this report are.

- (i) Colleges-Facilities for College Education in the State require no amplification save the addition to staff. Some cost of the College education should be borne by those who benefit by it. A tutorial system especially in the Intermediate Classes would be more beneficial than the present concentration of the energies of the staff on teaching.
- (ii) Grant-in-aid : Grants paid to private Institutions are inadequate. The grants should be raised by Rs. 10,000 a year.
- (iii) Secondary Education-Further improvement in Secondary Education should be met by imposing an adequate fee. The establishment of a system of school leaving certi-

4
ficate examination at the close of Secondary course is desirable.

- (iv) **Primary Education** Further expansion of Primary education is a prime necessity. An early attempt should be made to establish a school in every village of 500 or more inhabitants. This will entail the establishment of 1100 Schools. The majority of Schools as at present should continue to be State Schools.
- (v) **Education of Muslims :** The system of appointing Mullahs in Schools should be extended. A mullah teacher should be appointed where the Headmaster is a Hindu and the muslim population of the village is considerable. This had been done in 80 out of existing 300 schools. This could be done in a further 100 Schools. In two thirds of new Schools 800 Mullah teachers will have to be appointed. Stipends in normal schools should be reserved for Muslim teachers to enable them to take over Primary Schools, thereby doing away with Mullah teachers.
- (vi) **Education of Girls :** 16 new Primary Schools should be established at centres of boys Secondary Schools. The efforts of the Private agencies in starting schools should be utilised. A special curriculum for girls should be evolved. A widow's training class should be opened at Srinagar.
- (vii) **Training of Teachers:** ^{1916-17.} The State may open a training class for A.V. Teachers who are deputed outside, at one of its colleges. Efforts must be made to find scope for trainees at other places also, other than Lahore, like Allahabad, Lucknow and Jabalpur. The intake of Pupil-teacher at the normal school should be raised to 100.
- (viii) **Technical Education:** Workshops for the present courses at the technical Institute should be provided. Mechanical

and electrical Engineering classes shall be seriously started. Courses in crafts and trades shall be of 4 years duration.

- (ix) **Other Professional Courses:** A School of Agriculture, a school of carpentry and a Medical School may be started.
- (x) **Inspection :** The gradual creation of 16 additional posts of District Inspectors to meet the expansion of elementary schools should be taken in hand. In the Headquarters office a muslim of good standing should be appointed.

As already stated the report was put in a cold storage. To pacify muslims a special Inspector of Schools for muslims education was appointed and a number of Special scholarships for muslims provided in the education budget. ✓

Year 1917-18 A.D.

Nummber of Institutions and Enrolment

No. of Institutions	Type of Education	Enrolment
2	Colleges (Arts)	387
1	Colleges Technical	125
11	High Schools (Boys)	3589
30	Middle Schools (Boys)	5772
316	Primary Schools (Boys)	16759
5	Middle -do- (girls)	808
11	Primary -do- -do-	807
3	Normal Schools	52
297	Private Indigenous	6761
53	Aided Maktabas & Pathshalas	1715
729	Total	36775

Examining the table we find :—

- (i) The number of institutions was 729 against 685 last year giving an increase of 44 institutions.

- (ii) The total enrolment increased by 2334 but the enrolment of girls fell by 136 and thus the roll of boys rose by 2470 Scholars.

Cost of Education

	Rs.
(i) Colleges	1,47,690
(ii) Technical Education	44,165
(iii) High	1,46,310
(iv) Middle	1,08,113
(v) Primary	1,39,045
(vi) Normal schools	6,536
(vii) Other charges	1,10,324
Total	7,02,183

The State Revenue Receipts for the year were 142½ lakhs. The cost of education was thus 4.8% of the State Revenue.

Average cost per pupil

	Rs.	Ans	ps
(i) Primary	7	14	5
(ii) Secondary	250	0	0
(iii) Colleges	381	10	0
(iv) Overall	19	5	10

The percentage of School going children to population was 14.7% for males and 1.1% for females.

Year 1918-19 A.D.

Number of Institutions and Enrolment

Number of Institutions	Type of Education	Enrolment
2	Colleges (Arts)	424
1	Technical College	115
11	High Schools (Boys)	3918
30	Middle Schools -do-	5685
316	Primary Schools -do-	15408
6	Middle Schools (Girls)	837
10	Primary Schools -do-	718
297	Private Indigenous	5551
52	Maktabs & Pathshalas	1490
3	Normal Schools	52
728	Total	34198

On examination the table shows that the number of institutions fell by one, the roll fell by 2577. It was due to severe epidemic of influenza in the State which took away many young lives. In addition economic distress prevailed in the State due to high prices.

14.5% of boys and .9% of girls amongst the School going population in the State were in Schools.

Cost of Education

(i) Colleges Education	Rs. 157517
(ii) Technical Education	Rs. 54750
(iii) Secondary Schools	Rs. 250433
(iv) Primary Education	Rs. 136643
(v) Girls Education	Rs. 24498
(vi) Other Charges	Rs. 109874
Total	Rs. 733715

Total State Revenue for the year was 142½ lakhs. The percentage spent on education from the Revenue stands at 5.1%.

Year 1919—20 A.D.

Khan Maula Bakasha took over as Minister of Education on 1st September 1919.

The Department tried to restrict the roll in any Section of a School Class to 40 students.

Number of Institutions and Enrolment :—

No : of Institutions	Type of Education	Enrolment
2	Colleges (Arts)	410
1	College Technical	91
10	Boys High Schools	3764
32	Boys Middle Schools	6141
314	Boys Primary Schools	16064
6	Girls Middle Schools	811
11	Girls Primary Schools	776
3	Normal Schools	47
219	Private Indigenous	4899
52	Maktaba & Pathshalas	1503
650	Total	34506

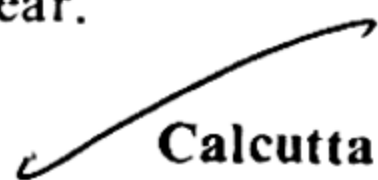
Examining the table we find that the number of institutions fell by 78 which was due to the fall of private Indigenous School from 297 last year to 219 this year. The roll, however, rose by a modest margin of 308.

Cost of Education

(i) Colleges	Rs. 154621
(ii) High Schools	Rs. 163934
(iii) Middle Schools	Rs. 124018
(iv) Primary Schools	Rs. 153678
(v) Teachers Training	Rs. 8716
(vi) Technical Education	Rs. 45521
(vii) Grant to Pathshalas and Muktabas	Rs. 3202
(viii) Other Charges	Rs. 147218
	<hr/>
Total	Rs. 800908
	<hr/>

Total Revenue of the State—187 lakhs.

The cost of Education was 4.3% of the total Revenue Receipts for the year.



Calcutta University Commission Report

In 1916 the Calcutta University wanted to break fresh ground through the creation of its Post-graduate Departments. The then Vice-Chancellor of the University Sir Austosh Mukerjee decided to concentrate on Post-graduate teaching directly in the University and appointed a number of Lecturers and Professors for the purpose.

While the dynamic Sir Austosh was engaged in this work, the Government of India decided to appoint a Commission for holding an enquiry of a very comprehensive and searching character into the problems of the Calcutta University. The terms of reference included all aspects of Collegiate education. Problems of Secondary Education

were not excluded from its purview and was expected to study the organisation and the working of other Universities to help it to formulate the policy of the Calcutta University. The Commission submitted a voluminous report in 1919 dealing with, practically, every problem of Secondary and University Education.

The main recommendations of the Commission were :—

(1) The Intermediate classes of the University should be transferred to the Secondary Institutions and the stage of admission to the University should be kept at the present Intermediate Examination.

(2) Secondary and Intermediate Education should be controlled by a separate Board of Secondary Education.

(3) The Government of India should cease to have any relationship with the University of Calcutta and the Government of Bengal should take its place.

(4) The duration of Degree Courses should be of 3 years after the Intermediate stage, the provisions being applied immediately in regard to Honours courses and soon after to pass courses.

(5) The teaching resources of the city of Calcutta were to be organised to create a real teaching University and the Project of a University at Dacca was to be carried into effect at the earliest possible moment.

(6) Special attention was to be paid to Women's Education and a Board constituted for the purpose.

(7) Problems of Vocational and professional training including that of teachers, lawyers, medical men, Engineers, architects and agriculturists were to be seriously taken in hand by the University.

(8) The medium of instruction for most subjects upto High School stage was to be vernacular but for the later stages it should be English.

(9) The method of examination needed radical improvement.

- (i) For the first time in the history of education in the State an eminent educationist Mr. H. Sharp, Educational Commissioner with the Government of India was asked to examine the existing educational system in the State and to advise the State Government on its future educational policy. Main recommendation of Mr. Sharp's report have been given earlier. The report was submitted in 1916.
- (ii) The report of the Calcutta University Commission (under Sir Michael Sadler) appointed in 1916, submitted its report in 1919.
- (iii) The supervision of schools was strengthened during the decade with the appointment of further gazetted staff. The Schools in the frontier districts had a separate officer for inspection. Girls education was put under a separate Lady Inspector of Schools. By and large the inspection of Schools was systematised.
- (iv) Srinagar also got College education through the Public Sector in 1911 when the State acquired the Hindu College Srinagar from the trustees of the Central Hindu College Benares who controlled it.
- (v) The first technical institute in the State was opened at Srinagar in 1913.
- (vi) Arrangement for the medical inspection of students in Schools and Colleges was partly introduced.
- (vii) Muslims began to take greater interest in education. They were offered more scholarships and facilities to take to education.
- (viii) The syllabus in girls schools was revised to come nearer to the needs of girls. ✓

Now let us consider the following table:—

Year	No : of Institutions	Enrolment	Expenditure
			Rs.
1910-11	385	23746	330525
1911-12	407	24513	426310
1912-13	494	27371	426132
1913-14	632	32435	571520
1914-15	699	35786	708340
1915-16	676	34766	685328
1916-17	685	34441	735107
1917-18	729	36775	702183
1918-19	728	34198	733715
1919-20	650	34506	800908

Examining the table we note:—

(1) The number of institutions was 385 at the beginning of the decade. It steadily rose to 729 in 1917-18 A.D. but fell to 650 at the end of the decade. The decrease was due to prevalence of acute form of influenza after the end of the first World War and the economic distress as an after effect of the war. Many Indigenous Schools were closed. At any rate the over all increase by the end of the decade was 265 or 69%.

(2) While the total roll in 1910-11 was 23746, it rose to 36775 in 1917-18 making for an increase of 13029. In 1919-20 A.D. the roll was 34506 and the increase at the end of the decade was only 10760 or 45%.

(3) Expenditure on Education in 1910-11 was Rs 330525. It rose to Rs. 800908 in 1919-20 yielding an increase of Rs. 470383 or 142.32%. The increase is due to the over-all expansion in all spheres of education during the decade.

CHAPTER XI

Education—1920-21 to 1929-30 A.D.

Year 1920-21 A.D.

Number of Institutions and Enrolment

No. of Institutions	Type of Education	Enrolment
2	Colleges (Arts & Science)	436
1	College Technical	80
10	Boys High Schools	3843
35	Boys Middle Schools	6363
321	Boys Primary Schools	15819
6	Girls Middle Schools	852
14	Girls Primary Schools	828
3	Normal Schools	47
120	Private Indigenous	2223
51	Maktabas & Pathshalas	1444
563	Total	31935

On examining the table we notice that :—

- (i) The number of institution fell from 650 last year to 563 this year thus showing a decrease of 87 institutions. The major decrease was 99 in private indigenous schools. Boys Middle Schools rose by 3 and Primary Schools by 3. Girls Primary Schools rose by 3.

- (ii) The overall roll fell from 34506 last year to 31935 this year. The main fall was in Indigenous Schools of 2676. The enrolment of girls however, rose during the year.

Cost of Education

(i)	Colleges.....	Rs.177182
(ii)	High Schools.....	Rs.208151
(iii)	Middle Schools.....	Rs.190485
(iv)	Primary Schools.....	Rs.1 97348
(v)	Teachers Training.....	Rs. 10581
(vi)	Technical Education.....	Rs. 36599
(vii)	Other charges.....	Rs. 12532

Total Rs. 832878

Revenue Receipts for the year were Rs. 171½ Lakhs. The cost of Education was thus 4.8% of the Revenue.

Year 1921-22 A.D.

Number of Institutions and Enrolment

No : of Institutions	Type of Education	Enrolment
2	Colleges (Arts & Science)	481
10	Boys High Schools	3945
37	Boys Middle Schools	6705
6	Girls Middle Schools	935
330	Boys Primary Schools	16736
15	Girls Primary Schools	927
4	Normal Schools	50
1	Technical Institute	82
77	Private Indigenous	1758
62	Maktabs & Pathshalas	117
544	Total	31736

The Indigenous Private Schools fell from 120 last year to 77 this year. The over-all decrease in the number of Institutions was 19

for the year. The total enrolment fell by 199 Scholars. One more Normal School for Teachers Training was opened this year.

Cost of Education

(i) Colleges	Rs. 176343
(ii) High Schools	Rs. 255256
(iii) Middle Schools	Rs. 218770
(iv) Primary Schools	Rs. 231961
(v) Normal Schools	Rs. 17114
(vi) Pathshalas & Maktabas	Rs. 6816
(vii) Inspection	Rs. 60479
(viii) Other Charges	Rs. 4944
Total	Rs. 971683

State Revenue for the year was 185½ lakhs. The cost of education was thus 5.2% of the Revenue.

Year 1922-23 A.D.

No : of Institutions	Type of Education	Enrolment
2	Colleges	540
1	Technical College	85
11	High School (Boys)	4038
36	Middle Schools (Boys)	7171
6	Middle Schools (Girls)	1036
354	Primary Schools (Boys)	18900
18	Primary Schools (Girls)	1412
4	Normal Schools	63
110	Private Indigenous	2385
66	Maktabas	2069
608	Total	37699

During the year a High School for boys was opened at Bhadrawah. A normal School for women was also opened.

Cost of Education

(1) Colleges	Rs. 1, 69, 779
(2) High Schools	Rs. 2, 48, 512
(3) Middle Schools	Rs. 2, 67, 051
(4) Primary Schools	Rs. 2, 44, 968
(5) Normal Schools	Rs. 22, 028
(6) Maktabas & Pathshalas	Rs. 7, 320
(7) Inspection	Rs. 54, 089
(8) Technical	Rs. 40, 000
Total	<u>Rs. 10, 53, 747</u>

The Revenue Receipts of the State for the year were 217 Lakhs. The cost of Education was thus 4.8% of the Revenue.

University Results

		<u>1920-21</u>	<u>1921-22</u>	<u>1922-23</u>
Prince of Wales				
College Jammu —	B.Sc	69.2%	54.5%	53.3%
	B.A	75%	79.4%	44.7%
	F.Sc.	87.5%	85.1%	31.8%
S.P. College				
Srinagar	B.A.	56.4%	50%	35.1%
	F.Sc.	100%	100%	60%
	F.A.	77.15%	76%	57%
	M.A. Philosophy			100%

Year 1923-24

During the year Kishtwar Middle School was raised to a High School. Also 59 new Primary Schools for boys and 9 for girls were opened.

Number of Institutions and Enrolment

No. of Institutions	Type of Education	Enrolment
2	Colleges (Boys)	560
6	High Schools Govt (Boys)	3039
5	High Schools Aided (Boys)	1218
30	Middle Govt. (Boys)	7205
5	Middle Aided (Boys)	601
413	Primary Govt : Aided (Boys)	22315
64	Maktab & Pathshalas	1989
4	Teachers Training	64
6	Middle Govt: & Aided (Girls)	952
27	Primary Govt: & Aided (Girls)	1368
2	Maktab & Pathshalas (Girls)	326
1	Training Schools (Girls)	11
1	Technical Institute both Boys and Girls	85
566	Total	39733

% pupils at School in School going Child population
Boys 17.7%, Girls 1.38%

Training Schools with enrolment

Normal School Jammu (J.V)	15
Normal School Srinagar (J.V)	24
L.P. Teacher at Anantnag for males	
(L.P.)	25
J.V. Jammu for Women	11
(J.V)	
Total	<u>75</u>

Cost of Education

(1) Colleges	Rs. 2, 03, 649
(2) High Schools	Rs. 2, 63, 953
(3) Middle Schools	Rs. 2, 24, 037
(4) Primary Schools (boys)	Rs. 2, 25, 867

(5) Primary Schools (Girls)	Rs.	30, 044
(6) Teachers Training	Rs.	25. 223
(7) Maktab & Pathshalas	Rs.	7, 799
(8) Inspection	Rs.	66, 382
(9) Grant in-aid	Rs.	64, 602
(10) Other charge	Rs.	25, 380
Total		Rs. 11, 36, 936

Revenue of the State was Rs. 2, 29, 14, 800 for the year. The cost of Education was thus 4.9% of the Revenue.

Year 1924-25 A.D.

Number of Institutions and Enrolment

No. of Institutions	Type of Education	Enrolment
2	Colleges (Boys)	608
1	Technical Institute (Boys)	114
Govt : 6) Aided 5)	11 High Schools (Boys)	4448
Govt : 31) Aided 5)	36 Middle School (Boys)	8169
Govt : 522) Aided 27)	549 Primary Schools (Boys)	26408
	61 Maktab & Pathshalas	1791
	4 Training Schools	67
Govt : 4) Aided 2)	6 Middle Schools (Girls)	1019
Govt : 30) Aided 4)	34 Primary Schools (Girls)	1945
Aided	2 Maktab & Pathshalas	89
Govt.	1 Training Schools	19
123	Indigenous Schools	3342
830	Total	48069

Cost of Education

(1) Colleges	Rs. 2, 36, 800
(2) Inspection	Rs. 65, 600
(3) High Schools	Rs. 1, 87, 200
(4) Training of Teachers	Rs. 29, 600
(5) Middle Schools	Rs. 1, 97, 300
(6) Primary Schools (Boys)	Rs. 2, 87, 200
(7) Primary Schools (Girls)	Rs. 76, 900
(8) Miscellaneous Charges	Rs. 66, 600
(9) Stationery	Rs. 2, 503
Total	Rs. 11, 49, 703

A Conference of Educational Officers and Headmasters met during the year to take up the following educational topics :

- (i) Revision of Syllabus for Schools for 1925-26.
- (ii) Selection of Books for School and Class Libraries.
- (iii) Framing a Syllabus in Nature Study.
- (iv) Introduction of latest methods in the organisation, administration and inspection of Schools.
- (v) Recasting of Syllabus in Training Schools.
- (vi) Introduction of a planned system of Extra Reading in Schools.

Teacher-Training Facilities.

Normal School Jammu	21
Normal School Srinagar	29
L.P. Teachers Centre at Muzzafarbad and Anantnag	17
J.V. Women, Jammu	19
Total	86 ✓

1925-26 A.D.

Hanfia Middle School at Anantnag was raised to the status of a High School.

✓ Six teachers were deputed to India for Degree in teaching.

No. of Institutions and Enrolment

No: of Institutions	Type of Education	Enrolment
2	Colleges (Boys)	744
1	Colleges Technical (Boys)	127
12	High Schools do	4998
35	Middle Schools do	8104
589	Primary Schools do	28328
4	Normal Schools do	69
6	Middle Schools (Girls)	1073
43	Primary Schools do	2246
1	Normal Schools do	6
69	Maktabs & Pathshalas do	2137
3	do (Girls)	87
82	Private Indigenous	2659
847	Total	50578

Comparing the figures of this table with the figures of the corresponding table last year we find that the number of institutions had increased by 17 and the total roll had increased by 2509 during the year. Cost of Education amounted to Rs. 11,72,753 against the State Revenue of Rs. 3,21,07,000. The cost of Education was thus 5.3% of the total income of the State for the year. Percentage of scholars at School of School-going age in the population was 19.8% for boys and 1.73% for girls.

The most pleasing feature of the year was that the number of muslim students exceeded the number of Hindu students. The muslim students were 24078 while the Hindu students were only 23530.

UNIVERSITY RESULTS

Jammu College	M.Sc.	B.Sc.	B.A.
	100%	64.2%	51.4%
	F.Sc.	F.A	
	69.6%	77.4%	

Srinagar College	M.A.	B.A.	F.Sc.
	66.6%	51.2%	50%
	and F.A.	48.3%	

Year 1926-27 A.D.—1929-30 A.D.→

- (i) During September 1926 the Women's Welfare Trust was founded. The contribution that the Trust made to the expansion of the education of girls will be discussed separately under "Female Education in Kashmir".
- (ii) Compulsory Primary education was introduced in the State in 1929 within the municipal and notified areas of Srinagar and Sopore in the Kashmir Province and at Jammu, Mirpur and Udhampur in the Jammu Province. 28 new Primary Schools were opened at Srinagar, 8 at Jammu and 3 each at Sopore, Mirpur and Udhampur. Town Inspectors and attendance officers were appointed to help in the organisation of the compulsory schools. The Scheme resulted in a fresh enrolment of 5132 students in Srinagar alone.

No. of institutions and Enrolment

Institutions				Type of Education	Enrolment			
1926-27	1927-28	1928-29	1929-30		1926-27	1927-28	1928-29	1929-30
2	2	2	2	Colleges	795	868	943	902
13	15	18	20	High	5685	6128	7357	7972
36	34	35	45	Middle (boys)	8220	7786	8027	9681
7	10	8	11	-do- (girls)	1221	1499	1587	1611
734	767	785	842	Primary (boys)	33385	33287	34992	41566
57	74	81	88	-do- (girls)	2793	3111	3353	3513
5	6	4	4	Teacher Training	60	96	90	106
94	104	123	145	Maktab & Pathshalas	2670	3139	3327	3834
90	81	51	45	Private Indigenous	2881	2172	906	800
1047	1093	1107	1202	Total	57710	58086	60582	69985

Cost of Education during 1926-27 was Rs. 12, 22, 753 against Revenue Receipts of Rs. 2, 20, 40, 020. Cost of Education is 5.5% of the Revenue.

Cost of Education last three years of the decade :

Type of Education	Cost for the year		
	1927-28	1928-29	1929-30
	Rs.	Rs.	Rs.
Colleges	2,17,551	2,17,141	2,63,290
High Schools	1,78,580	2,07,570	3,19,437
Middle	1,77,687	1,73,498	1,48,351
Primary	3,67,810	3,16,812	3,59,033
Teacher Training	28,086	17,427	13,231
Grant-in-aid	86,505	11,148	4,14,582
Other charges	1,67,471	3,01,857	
Total	12,23,690	13,45,453	15,17,924
Total Revenue Receipts	2,59,22,916	2,25,11,617	2,59,23,603
Percentage Ratio of cost of Education to Revenue.	4.6%	5.9%	5.7%

The number of Muslim students doubled in two years. At the end of December, 1930, muslim students were 56% of the total number of scholars at School.

The number of girls Schools also showed an increase. At the end of 4-year period 4.4% of girls amongst School-going age were in Schools. Four more technical institutions were opened at Mirpur, Kishtwar and Baramulla and one at Gilgit. The number of such institutions was 8 now.

8 graduate teachers were deputed to India to get a Degree in teaching.

A scout Jamboree was held at Srinagar.

Review of education during 1920-21 and 1929-30

Let us examine the following table:

Year	Institutions	Scholars	Expenditure
			Rs.
1920-21	563	31,935	8,32,878
1921-22	543	31,654	9,71,683
1922-23	608	37,699	10,53,747
1923-24	566	39,633	11,36,936
1924-25	830	48,059	11,49,703
1925-26	847	50,578	11,72,753
1926-27	1047	57,710	12,22,753
1927-28	1093	58,086	12,23,690
1928-29	1107	60,582	13,45,453
1929-30	1202	69,958	15,17,924

- (i) The table shows that the number of Institution increased by 639 in 10 years.
- (ii) The corresponding increase in enrolment in the same period was 38,023.
- (iii) Increase in cost of education was Rs. 6,85,046 in ten years.

Now consider the following table :

		Institutions		
		Primary	Middle	High
1920-21	Boys	321	35	10
	Girls	14	6	—
1929-30	Boys	842	45	20
	Girls	88	11	—

The table shows that the increase in 10 years :

- (i) In Primary Institutions (boys) was 521. In other words 52 Primary Schools were added a year on the average.
- (ii) In middle Schools (boys) 10 i.e. on the average 1 middle school was added a year.
- (iii) In High School (boys) 10 or in other words the number doubled in 10 years. In the case of girl Schools the corresponding increase in the same period was
 - (i) Primary School 74 and
 - (ii) Middle School 5

Now take up the following table :

Year	Sex	Enrolment		
		Primary	Middle	High
1920-21	Boys	16,736	6,705	3,945
	Girls	927	935	—
1929-30	Boys	41,566	9,681	7,972
	Girls	3,513	1,611	—

Increase in ten years in enrolment :

(i) Primary Deptt.	Boys	24,830
	Girls	25,586
(ii) Middle Deptt.	Boys	2,976
	Girls	676
(iii) High Deptt.	Boys	4,027

In other words enrolment in High Schools doubled in 10 years.

The chief events of the period (educationally) during the decade were :

(1) Compulsory education was introduced in the Municipal areas of Jammu and Srinagar and the notified areas of Sopore, Mirpur and Udhampur.

(2) Women's Welfare Trust was founded in 1926. The story of the role that it played in the expansion of girl education and the social uplift of women will be enfolded separately in this book under Female Education in the State.

(3) The increase in Muslim Scholars in Schools was phenomenal.

(4) More attention was paid to the problem of training of teachers both at the Primary and Secondary stages of education.

CHAPTER XII

Education – 1930-31 to 1937-38

Years 1930-31, 1931-32 and 1932-33

No. of Institutions			Type of Education (Boys)	Enrolment		
1930-31	1931-32	1932-33		1930-31	1931-32	1932-33
2	2	2	Colleges	950	1,071	1,247
22	22	22	High Schools	9,005	9,453	9,419
59	64	65	Middle Schools	10,664	11,781	12,086
848	856	844	Primary Schools	41,186	41,063	36,206
30	30	31	Private Indigenous	550	530	530
152	155	155	Maktab & Pathshalas	4,142	5,009	5,147
7	7	7	Teacher Training	111	111	104
1120	1136	1126	Total	65,608	69,018	64,739

Girls

2	3	3	High	565	1,040	865
23	25	26	Middle	3,538	4,148	4,062
132	132	132	Primary	6,415	6,925	7,003
2	×	×	Private Indigenous	138	—	—
5	7	10	Maktab & Pathshalas	151	248	259
164	167	171	Total	10,807	12,361	12,189
1284	1303	1297	Total Boys & Girls	76,415	81,379	76,928

	1930-31	1931-32	1932-33
	Rs.	Rs.	Rs.
Expenditure on Education.	15,04,322	15,65,439	15,15,169
Roll in Technical Institutions	484	487	355
Graduate teachers under training in India.	5	8	7
Matriculation results.	487/1006	511/1108	676/1276

In 1932-33 the number of muslim scholars reading in various categories of schools was 43396 and that of other communities jointly was 33532.

In the same year the ratio of scholars in various communities to their respective shools going population was (in percentage) : Hindus 43%, Muslims 24%, Sikhs 7.6% and Buddhists 9.7%

Years 1933-34 and 1934-35

Number of Institutions and Enrolment

No. of Institutions		Type of Education	Enrolment	
1933-34	1934-35		1933-34	1934-35
2	2	Colleges (Boys)	1247	1350
22	22	High Schools (Boys)	9419	9695
67	72	Middle Schools (Boys)	12169	15171
844	863	Primary	37754	41921
7	7	Teachers Training	104	77
31	31	Private Indigenous	530	580
155	159	Maktabas & Pathshalas	5147	4725
1128	1156	Total Boys	66370	73519
175	177	Total Girls	13124	13605
1303	1333	Total Boys & Girls	79494	87124

Cost of Education 1933-34

Rs. 17,21,000

Cost of Education 1934-35

(1) Colleges	Rs. 168380)	
(2) Secondary Schools	Rs. 666641)	
(3) Primary Schools	Rs. 413125)	Total
(4) Training Schools	Rs. 26323)	Rs. 16, 37, 000
(5) Maktabas & Pathshalas	Rs. 17796)	
(6) Inspections	Rs. 52019)	
(7) Other charges	Rs. 292716)	

Years 1935-36, 1936-37

No. of Institutions and Enrolment :

Institutions		Type of Education	Enrolment	
1935-36	1936-37		1935-36	1936-37
2	2	Colleges (Boys)	1479	1728
15	15	High (Govt.)	7532	7755
7	7	High (Aided)	2908	2792
71	80	Middle (Govt.)	14700	15272
9	10	-Do- (Aided)	1945	2043
861	882	Primary (Govt.)	40183	40688
25	25	Primary (Aided)	2365	2264
169	169	Pathshalas & Maktabas	4714	4716
35	35	Private Indigenous	871	977
3	4	Training Schools	65	61
1197	1229	Total Boys	76822	78296
185	190	Total Girls	14070	14174
1382	1419	Total Boys & Girls	90892	92470

1935-36

1936-37

Cost of Education Rs. 17, 63, 000 Rs. 18, 93, 000

Grant-in-Aid Paid Rs. 97, 000 Rs. 1, 07, 693

During 1936-37 30 7% of children of School-going age were at School

Udhampur Training School trained out 49 teachers.

Eight graduate teachers were deputed to Teacher's College Hindu University Benares and Muslim University Aligarh for a Degree in teaching.

Roll in Primary Schools fell as, it was alleged, that Backward classes were not alive to benefits of education.

Enrolment of Middle Schools in Kashmir rose. There was a sharp rise in the enrolment of S P. College, Srinagar.

Year 1937-38

No. of Institutions and Enrolment

No. of Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Total	Girls	Boys
2	—	2	Colleges	1913	—	1913
25	3	28	High Schools	12187	843	11344
102	51	153	Middle Schools	25849	6367	19482
945	153	1098	Primary Schools	51636	7926	43710
3	1	4	Normal Schools	101	25	76
30	×	30	Private Indigenous	1213	—	1213
172	8	180	Maktab & Pathshalas	4873	290	4583
1279	216	1495	Total	97772	15451	82321

Cost of Education

Type of Education	Boys	Girls	Total
	Rs.	Rs.	Rs.
Primary Schools	5,01,088	1,29,499	6,30,587
Middle Schools	3,59,888	1,25,917	4,85,805
High Schools	3,48,361	56,500	4,04,861
Inspection	76,100	9,934	86,034
Direction	23,800	18,556	42,356
Arts Colleges	2,38,000	—	2,38,000
Technical Education	82,500	—	82,500
Other charges	81,954	—	81,954
Total	17,11,691	3,40,406	20,52,097

Total No. of Institutions is 1495

Total Enrolment is 97772

Cost of Education : Rs. 20, 52, 097

State Revenue : 250 Lakhs

Cost of Education is 8.2% of the Revenue of the State during the year.

From 1930-31 to 1937-38 (a period of eight years) we notice the following progress :—

Consider the table

Year	Institutions	Enrolment	Cost of Education
			Rs.
1930-31	1284	76415	15,04,322
1931-32	1303	81397	15,65,439
1932-33	1297	76982	15,15,169
1933-34	1301	79494	17,21,000
1934-35	1333	87124	16,37,000
1935-36	1382	90892	17,63,000
1936-37	1419	92470	18,93,000
1937-38	1495	97772	20,52,097

We find that in the eight year period—

- (1) The number of Institutions rose by 211.
- (2) The enrolment increased by 21, 357 Scholars
- (3) The cost of education rose by Rs. 5, 47, 775.

Now Consider the Following Table

Year	Institutions		Enrolment	
	Boys	Girls	Boys	Girls
1930-31	1120	164	65608	10807
1937-38	1279	216	82321	15451

In the same period—

- (1) The increase in Boys' Institutions was 159 and the increase in Girls' Institutions was 52
- (2) The increase in enrolment of boys was 16713 and that of girls 4644.

Encouragement of private enterprise in the field of Education by the State Government over the years.

Consider the Table —

Year	Grant-in-aid Paid
1925-26	Rs. 54,000
1926-27	Rs. 64,000
1927-28	Rs. 68,000
1928-29	Rs. 76,000
1929-30	Rs. 75,000
1930-31	Rs. 85,000
1931-32	Rs. 82,000
1932-33	Rs. 68,000
1933-34	Rs. 80,000
1934-35	Rs. 72,000
1935-36	Rs. 97,000
1936-37	Rs. 1,07,000
1937-38	Rs. 1,35,000

The table shows that in the thirteen-year period from 1925-26 to 1937-38 the payment of Grant-in-aid to Private institutions had increased from Rs. 54,000 in 1925-26 to Rs. 1,35,000 in 1937-38 which registers a 150% increase.

CHAPTER XIII

Education 1938-39 to 1949-50

Three Years 1938-39, 1939-40 and 1940-41

In 1937 a great ferment prevailed in India regarding education. It was increasingly being felt that the existing system of education had failed to adjust itself to the challenging demands of the times. It was neither responsive to the realistic elements of the prevailing situation nor inspired by any life-giving and creative ideal. It did not train individuals to become useful and productive members of Society and had no conception of the new cooperative social order which education had to bring into existence. What was needed was the introduction in India of a system of education which would be more constructive and human and better integrated with the needs and ideals of national life and also in harmony with the genius of the Indian people.

The leadership, as in other fields of national life, came from Mahatma Gandhi who first propounded the basic idea of his Scheme of education through many of his articles published in the "Harijan" and then at an Education Conference at Wardha. The basic idea of his scheme is that education, if sound on its principles, "should be imparted through some craft or productive work, which should provide the nucleus of all the other instruction provided in the school". This craft, if taught efficiently and thoroughly, should

enable the school to pay towards the cost of its teaching staff. According to him this could help the country to introduce immediately the scheme of free compulsory basic education. As we ponder over the scheme, the basic craft selected had to be the central focus in the school and the teaching of all other subjects like the mother-tongue, Mathematics, Social studies, General Science, Drawing, Music, Hindustani had to be correlated with its teaching.

At the Wardha education Conference a Committee of educational experts was formed under the Chairmanship of Dr. Zakir Hussain, than Sheikh-ul-Jamia Delhi (later President of India). The other members of the Committee were K.G. Saiyidain, K.T. Shah, Vinoba Bhave, Kala Kalelkar, Mashruwalla, J.C. Kumarappa, Krishendas Jaju, Shrimati Asha Devi and Aryanakam (Convener). The Committee issued a detailed report which came to be known as Wardha Scheme of Education or the Basic Education. It meant to give the child an education which would train both his head and hand. As already pointed out it was also to focus round a craft and the teaching of other School subjects had to be coordinated and integrated with it. It was a seven years course for Primary Education and the sponsors claimed that it was well-suited to the genius of the Indian child.

The State Government contemplated to give the Scheme a trial. The Prime Minister of the State at the time was Sir Gopala Swami Iyengar, a very able administrator. He invited Dr. Zakir Hussain to Kashmir for advice and wanted him to head the Education Department as Director. He was not free to accept the offer and suggested the name Mr. K.G. Saiyidain, Principal Teacher's Training College Aligarh who was readily appointed.

In June, 1938 an Educational Reorganisation Committee was founded under the Chairmanship of Mr. K.G. Saiyidain. The other members of the Committee were : Dr. Zakir Hussain, Eric Tyndale Biscoe, Qazi Mohammad Ishaq, R.C. Mehdiratta and N.L. Kitroo as member Secretary. The Committee was asked to recommend to

the State Government ways and means to bring education into closer touch with the existing socio-economic conditions so as to make it more useful and practical as well as to improve its quality by

- (i) the length of the Primary and Secondary courses and of the period of schooling ;
- (ii) the overhauling of the courses of instruction ;
- (iii) the introduction of compulsory primary education ;
- (iv) the medium of instruction;
- (v) the correlation of the present academic education with the teaching of crafts and ways and means of doing it;
- (vi) the diversification of courses at the Secondary stage;
- (vii) the improvement of the professional efficiency of teachers, both trained and untrained and provision of craft courses for them.
- (viii) role of private effort in the development of education, particularly Adult Education; and
- (ix) ways and means of making the school a living centre of Social work and service.

The Committee made the following main recommendations :—

(1) ✓ A seven years Primary or basic education should be the goal of all children in the State between the ages 7 and 14. The longer course of 7 years would ensure for proper literacy of children and would evade wastage and stagnation in Education. It would give the child necessary knowledge, skills and attitudes required for intelligent citizenship.

✓(2) Drawing up of a 25-year plan to attain full universal and compulsory education in State.

✓(3) Villages with 500 inhabitants should have a school within 10 years.

(4) A scheme of basic education should be drawn up in which craft teaching and book teaching should be given simultaneously with each other.

✓
(5) Adequate arrangements should be made for the proper training of teachers. Two Training Schools, properly staff and equipped should be set up one in Jammu and one in Srinagar where one hundred teachers should be trained every year. One model basic school of the new type should be established in association with each Training School for practical training.

(6) Provision should be made for the construction of 100 buildings every year for basic Primary Schools for Craft School need specially constructed houses.

(7) Secondary Education :—

- (i) The number of students in a Section of a class should be limited to 40 to remove over-crowding in such schools.
- (ii) Grant-in-aid rules should be liberalised to invite private effort to shoulder the expansion of Secondary Education to a large extent to allow public Sector to concentrate on Primary Education.
- (iii) The teaching in Secondary Schools should be organised to relate education to the vocational life and needs of the people. There should be diversification of Secondary courses and the introduction of more practical work in them. The State should gradually open secondary schools of the following type :—

(a) Schools providing literary, Scientific and commercial education; (b) Schools in Mechanical, electrical and Civil engineering (c) Schools of Agriculture and horticulture (d) Schools of medicine (e) Schools of Arts & Crafts (f) Schools of Home Craft and nursing (for girls) and (g) Schools for the training of teachers. The syllabus of these schools will also include instruction in Humanities.

(8) Compulsory Education should be extended to the towns of Anantnag, Shopian and Muzaffarabad in the Kashmir Province and to Kathua, Reasi and Bhimber in the Jammu Province.

(9) A scheme of Refresher courses for all categories of teachers was suggested. Each of the ten Assistant Inspectors in the Depart-

ment were to conduct, with the active cooperation of Headmaster of High and Middle Schools in their divisions a month's course for 35 teachers during vacation.

(10) Facilities for Adult Education should be augmented village Libraries should be raised from 50 to 100 and Adult Education Centres raised from 50 to 100 in each-Province.

(10) Female Education

With regard to the Education of girls the Committee made the following suggestions :—

- (i) 20 Primary and 4 middle schools should be opened every year instead of 2 Middle Schools and 6 Primary Schools as at present.
- (ii) To attract girls to Schools more scholarships should be provided.
- (iii) To ensure better inspection of Schools two Inspectresses of Schools should be appointed one for each province.
- (iv) A Central Library should be attached to the office of the Chief Inspectress, of Schools and arrangements made to send books to teachers working in Rural Primary Schools.
- (v) To minimise wastage in schools free books should be distributed to girls reading in the 4th and 5th classes.
- (vi) Syllabus of studies in Girls Schools needs to be reorganised.
- (vii) School buildings should be constructed to provide also accommodation for women teachers.
- (viii) A S.V. Class for the training of women teachers should be opened.

The State did not lose time in implementing some of the recommendations of the committee as soon as it submitted its interim report. It sanctioned Rs. 130348 for the immediate establishment of a Teachers Training School for the training of Basic School teachers at Srinagar, opening of two Basic Model Schools, one at Jammu and one at Srinagar ; starting Adult Educational Centres ;

setting up of village libraries and conducting of Refresher courses for teachers etc.

The teachers Training School was opened at Srinagar on the 16th October, 1938 with 102 pupil-teachers on roll. 8 teachers were deputed to Jamia Milia Islamia Delhi for training in the Basic Education technique.

Adult Education movement was also started on the 15th October, 1938. 760 centres were opened. Each Primary School was to open one centre and each Middle School two centres. The Revenue Department also cooperated in opening centres in Rural areas. One Adult Education Officer for over-all supervision was also appointed.

It was estimated that during the course of the year 66059 adults were instruction. 56000 books (readers for adults) were distributed amongst the adults. 125 adult Education Libraries were opened.

Refresh courses to refresh the teachers with the new trends and thoughts in education were held for batches of teachers 35 in each batch at Anantnag Baramulla, Sopore and Muzafferabad in Kashmir Province and Jammu, Kathua, Mirpur, Rajouri, Kashtawar Bhadrawah in the Jammu Province.

A Refresher course for a group of 25 women teachers was also conducted.

During the period the scout movement also gathered momentum. Ten scout camps were held. 176 scouts, 53 scout masters and 18 scout Commissioners were trained. The camp for scout Commissioners was held at Ranbir Singhpora in January, 1939 under Mr. H.W. Hogg, Deputy Chief Scout Commissioner Boy Scout Association in India. A scout rally was also held at Kotli (Jammu Province).

During the first year of its work the T.T. School Srinagar trained 101 teachers in the teaching-technique of Basic Education. 30 Primary Schools were converted, into Basic Schools and manned by the new team of teachers.

With the initial enthusiasm of teachers and the close guidance of the authorities the technique of craft integrated teaching produced good results and the fame of the T.T. School Srinagar spread throughout the country as a centre of new educational renaissance. It attracted curious visitors both Indian and foreign to see how the teaching of school subjects could be imparted through the medium of a Craft. The Chief among them were Pandit Jawahar Lal Nehru, Khan Abdul Gaffar Khan and Dr. Zakir Hussain. It will be interesting to quote atleast two visitors and hear what they had to say :

Professor W.A. Worris Jones of the University of London who visited the School in 1940-41 writes, "was in Srinagar for a day only. It has still given me one of the most encouraging impression of my life. The Plan of teaching is extremely ambitious but judging by results entirely successful. The children appear to be completely wrept in their work and unusually happy and intelligent. The short visit to the School has been a great tonic".

Professor A. K. Wadia of Mysore University wrote : "Like other educationists I had some doubts about the practicability of the Wardha Scheme and so, I was the more anxious to see the T.T. School in Srinagar, which is seeking to train teachers for the Scheme... I have learnt much and appreciate all the more important modifications of the original orthodox system which appeared to me of doubtful value. The experiment carried here is of all-India importance and educationists and over India should watch it with interest and sympathy I may add that I purposely came to visit the school without any previous intimation and so there was no possibility of any window dressing. I thoroughly enjoyed my visit".

B. T. Class—Another spectacular event of the period was the establishment of the B.T. Class at Jammu for the training of graduate teachers in the State. The class was opened on the 2nd September, 1940 with 30 graduate teachers on roll and was attached to the Prince Wales of College Jammu (now Gandhi Memorial Science College, Jammu).

Refresher courses for junior teachers continued to be conducted each year. In this way 315 teachers had their knowledge refreshed every year.

With the passing of each year Adult Education movement continued to go forward. In 1939-40 there were 2743 such centres in Kashmir and 714 in Jammu with the number of adults under instruction in Kashmir at 56468 and in Jammu at 10217. Even Prisoners in jails got instruction. 263818 adult readers were distributed. Rs. 21,000 were paid as honorarium to teachers for this work. 126 adult libraries were also opened.

Besides approving the establishment of the Srinagar T.T. School for the training of Basic School teachers and two model Schools one at Jammu, the Government also ordered that (i) The entry age to the 7 year's Primary School should be plus 6 and not plus 7 as recommended by the Saiyidain Committee.

- (ii) A Basic School should be opened at centres where an enrolment of 200 scholars was assured.
- (iii) Teachers under training in the T.T. School, Srinagar should get full pay during the period of training.
- (iv) The medium of instruction should be simple Urdu which could be written in the Dev-Nagri or Persian script. It was made compulsory for teachers in Schools to learn both the Scripts when in a particular School a minimum of 15% of the strength of the pupils wished to learn either script. It was also decreed that for reading and writing both the Dev-Nagri and the Persian Scripts should have equal status and books in any school subject should be printed in both the scripts.
- (v) Craft work such as gardening, wood work, clay modelling, spinning and weaving, Tat-making etc. should be developed in Schools.
- (vi) Instead of opening 100 Basic Schools, the Govt. was in favour of converting 30 Primary to the basic type and opening 60 of ordinary type within two years.
- (vii) A sum of Rs. 500 was sanctioned for the printing of the Educational Journal.

Number of Institutions and Enrolment

1938— 39	Institutions		Education Type of Boys	Enrolment		
	1939— 40	1940-41		1938-39	1939-40	1940-41
2	2	2	Colleges Arts	1977		
x	1	1	Colleges Oriental	—	2196	2247
26	28	G. 15—A13=28	High Schools	11795	11984	11974
102	104	G. 89—A14=103	Middle do	20436	20490	20410
944	1005	G. 969—A35=1004	Primary do	46598	48859	48799
1	1	1	Normal do	102	101	97
30	153	155	Private & Indigenous	2530	2957	3097
168	168	168	Maktab & Pathshalas	4751	4796	4817
1273	1462	1462	Total	88189	91383	91441

Girls

4	5	G3—A2=5	High Schools	906	1587	1648
26	27	G27—A12=39	Middle	3843	3900	5675
161	169	G169—A13=182	Primary	8304	8547	8583
2	2	2	Normal	27	41	47
26	27	27	Private & Indigenous	2565	2596	2613
8	8	8	Maktab & Pathshals	297	238	219
227	238	263	Total	15942	16909	18785

Total No. of Institutions — Boys and Girls

1938-39	1939-40	1940-41
1273 + 227 = 1500 ;	1462 + 238 = 1700 ;	1462 + 263 = 1725

Total Enrolment Boys and Girls

1938-39	1939-40	1940-41
88189 + 15942 = 1,04,131 ;	91383 + 16909 = 108292 ;	91441 + 18785 = 1,10,226

Cost of Education		
1938-39	1939-40	1940-41
Rs. 21,32,883	Boys—Rs. 17,73,000	Rs. 23,59,868
	Girls—Rs. 3,63,000	
	<hr/> Rs. 21,36,000	

Cost per Pupil Rs. 28.48 p Rs.19.72 p Rs. 21. 75 p

During 1938-39, a new hall was constructed with the Prince of Wales College Jammu. Also construction of a new library building was taken in hand. Two Physical Instructors and one Medical Officer were appointed for the College.

Technical Education

In 1939-40 8 Technical Institutions functioned with an enrolment of 370 trainees. The subjects offered were :—

Srinagar—Wood work, Drawing and Painting, Weaving and Dyeing.

Baramulla—Smithy, Basket-making, Embroidery, Utensil making.

Anantnag—Calico Printing

Samba —Calico Printing

Jammu —Toy-making and Pottery.

In addition a Builder's class functioned at Srinagar.

The out-put of graduates was 148 Arts and 12 Science graduates.

Matriculation Results

Jammu	369/545	Kashmir	622/1076
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Year 1941-42

The All India Educational Conference held its 17th Annual Session at Srinagar from the 25th to the 29th September 1941 under the Chairmanship of Prof. A.N. Jha. The Conference was inaugurated by Maharaja Hari Singh. The Prime Minister Mr. Gopala Swami Iyyengar presided over the Educational Exhibition opened by Dr. Zakir Hussain. The themes of the Conference were :—

- (i) Education for International understanding and
- (ii) Post-War Education.

Due to the unprecedented increase in the roll of institutions in general and the over-crowding of some of these, the Government appointed a Committee, under the Chairmanship of the Director of Education with Dr. Zakir Hussain and Professor G.D. Sondhi of Government College Lahore as members to go into problem and suggest remedies.

The training of teachers was in a flourishing condition both at the junior and the senior levels. The B.T. Class at Jammu functioned very efficiently, showing a cent percent result at the Punjab University Lahore B.T. Examination of April 1941.

Refresher Courses for Basic and Primary School teachers were held at Udhampur, Kathua, Jammu, Riasi, Mirpur in the Jammu Province and at Srinagar, Sopore, Anantnag, Muzafferabad, Kargil, Skardu and Leh in the Kashmir Province and about 400 teachers were benefited.

The B.T. Class staff conducted a Refresher Course for graduate teachers at Srinagar for a month during July-August 1941.

A Refresher Course for handwork teachers was held under Mr. Sheikh Ahmad (trained in England) in courses like expressional drawing, Designing and Book-keeping.

During the year 23109 adults were made literate, those under instruction were 61880 in 4253 centres.

No. of Institutions & Enrolment :—

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
2	—	2	Colleges Government	2363	—	2363
1	—	1	Oriental (Aided)	144	—	144
15	3	18	High (Government)	7285	969	8254
18	2	20	High (Aided)	4655	552	5207
93	29	122	Middle (Government)	17698	4020	21718
18	12	30	Middle (Aided)	3138	1797	4935
1025	177	1202	Primary & Basic (Govt)	48629	8703	57332
43	13	56	—do— (Aided)	4004	818	4822
1	2	3	Teacher Schools	90	43	133
167	8	175	Maktabas and Pathshalas	4832	334	5166
153	x	153	Indigenous Schools	2957	—	2957
1536	246	1782	Total	95795	17236	113031

The number of scholars receiving Technical training was 402.

Cost of education was Rs. 22,02,294.

Average cost per pupil amounts to Rs. 19.45p

Year 1942-43

Due to the unprecedented increase in the enrolment of S.P. College Srinagar which had become totally unmanageable, the State Government bifurcated it. The Degree classes were separated and a new Degree College designated as Amar Singh Degree College was opened at Gogjibagh in the former Technical College building Srinagar. The S.P. College was made an Intermediate College.

Refresher Courses for teachers were held, as usual, at various centres, B. T. class staff also organised a Refresher Course for graduate teachers.

No. of Institutions and Enrolment : (1942-43)

<i>Institutions</i>	<i>Type of Education</i>	<i>Enrolment</i>
4	Colleges (Boys)	2573
38	High Schools (Boys)	12902
5	High Schools (Girls)	1066
111	Middle Schools (Boys)	20123
43	Middle Schools (Girls)	4494
1143	Primary Schools (Boys)	56583
211	Primary Schools (Girls)	8449
1	Training Schools (Boys) ✓	100 ✓
2	Training Schools (Girls) ✓	67 ✓
169	Maktabas and Phatshalas (Boys)	4743
8	—do— (Girls)	264
153	Private & Indigenous (Boys)	3653
	—do— (Girls)	2957
1888	Total	117914

Students receiving technical education numbered 319.

Cost of Education was Rs. 26,50,000,

Average Cost, per pupil works out at Rs. 23.31p

The number of adults certified as literate was 27911. 54987 adults were under instruction in 4050 centres.

Year 1943-44

During the year the State Government suspended Adult Education as a means of economy for the duration of war and appealed for voluntary work in this behalf.

✓ Intake of graduates teachers in the B.T. class was raised from 30 to 45 with the approval of the Punjab University Lahore.

The staff of B.T. Class conducted another Refresher Course for graduate teachers. Refresher courses for junior teachers were also conducted as usual.

No. of Institutions and Enrolment : (1943-44)

Boys

<i>Institutions</i>	<i>Type of Institutions</i>	<i>Enrolment</i>
3	Colleges (Boys)	2369
1	Oriental College (Boys)	117
19	High (Government) (Boys)	7336
22	High (Aided) (Boys)	5679
107	Middle Schools (Govt.)	15922
20	Middle Schools (Aided)	3478
1126	Primary Basic (Govt.)	54142
78	Primary Basic (Aided)	4560
169	Maktabas and Pathshalas	4529
153	Primary and Indigenous	2957
1	Training Schools	104
2	Unaided Institutions	292
1701	Total	101485

Girls

<i>Institutions</i>	<i>Type of Institutions</i>	<i>Enrolment</i>
3	High Schools (Govt.)	1040
4	High Schools (Aided)	1059
33	Middle Schools (Govt.)	4377
10	Middle Schools (Aided)	1959
213	Primary & Basic (Govt.)	8740
17	Primary & Basic (Aided)	1377
8	Maktabas and Pathshalas	307
2	Unaided Schools	222
2	<u>Training Schools</u>	63
292	Total	19144

Total number of Institutions—Boys 1701 + Girls 292
= 1993

Total number of Enrolment—Boys 101485 + Girls
19144 = 120629

Cost of Education

Direct	Boys	Girls
Colleges	Rs. 2,38,046	nil
Secondary Edu.	Rs. 8,98,387	Rs. 2,38,215
Primary	Rs. 6,44,160	Rs. 1,57,111
Teachers Training	Rs. 15,729	Rs. 13,122
Inspection	Rs. 1,01,729	Rs. 3,81,041
Total Direct	Rs. 18,98,051	Rs. 7,89,489

Total Direct (Boys & Girls) Rs. 18,98,051

Rs. 7,89,489

Rs. 26,87,540

Indirect Cost Rs. 4,69,002

Total Direct & Indirect = Rs. 31,56,542

Average cost per pupil works out at Rs. 22.80p

Year 1944-45

- (1) A second training school for the training of teachers in Basic Education was opened this year, at Jammu on the same pattern as that opened in Srinagar in 1938-39. The total number of teachers under training in both the schools was 186.
- (2) The Technical Schools numbered 8 with 270 Scholars on roll.
- (3) A College was opened at Mirpur during the year and named Karan Singh College Mirpur in the name of Yuvraj Karan Singh Ji.
- (4) The staff of the B.T. class conducted a Refresher Course for graduate teachers at Srinagar.

Number of Institutions and Enrolment (1944-45)

Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
4	—	4	Colleges	2901	Co-Education	2901
1	—	1	Oriental College	117	-do-	117
20	4	24	High Schools (Govt.)	7787	1123	8910
23	4	27	High Schools (Aided)	6077	1186	7263
123	34	157	Middle (Govt.)	18536	4464	23000
20	11	31	Middle (Aided)	4231	2019	6250
1169	231	1400	Primary (Govt.)	54900	9842	64742
75	21	96	Primary (Aided)	4303	1853	6156
168	8	176	Maktabs & Pathshalas	4345	219	4564
158	—	158	Primary Indigenous	3108	—	3108
5	2	4	Training Schools	186	63	249
1763	315	2078	Total	106491	20769	127260

Cost of Education (1944-45)

Type of Education	Boys	Girls
	Rs.	Rs.
Colleges	3,62,519	—
Secondary	11,11,428	2,94,661
Primary	8,97,414	1,93,878
Maktab & Pathshalas	12,510	900
Teachers Training	86,329	38,610
Total	Rs. 24,77,200	Rs. 5,28,049

Total Cost : Boys—Rs. 24,77,200)
 Girls—Rs. 5,28,049) Rs. 34,22,000
 Other charges Rs. 4,16,751)

The State Revenue for the year was Rs. 4,63,95,100

The cost of education is 7.38% of the Revenue

Average Cost per pupil is Rs. 26.89p

Year 1945-46

No. of Institutions and Enrolment

No. of Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
8	—	8	Colleges	3533	—	3533
46	5	51	High Schools	15189	2234	17423
153	47	200	Middle -do-	22956	6856	29812
1290	270	1560	Primary -do-	64408	11528	75936
2	2	4	Training Schools	170	52	222
8	—	8	Technical Institution	209	—	209
166	8	174	Maktab & Path.	4031	392	4423
158	—	158	Private indigenous	3108	—	3108
1831	332	2163	Total	113604	21062	134666

Cost of Education (1945-46)

Type of Education	Boys	Girls
	Rs.	Rs.
Colleges	3,60,622	—
Secondary	12,25,426	3,24,348
Primary	10,05,617	2,28,685
Teacher Training	1,10,107	40,912
Maktab-Pathshalla	13,269	960
Inspection etc.	1,04,563	43,506
Total	28,19,604	6,38,411

Total cost Boys and Girls Rs. 34,58,015

Total Revenue for the year was Rs. 5,57,30,700

Thus the cost of education was 6.2% of the Revenue.

Average cost per pupil comes at Rs. 25.72 p.

During the year grant-in-aid to private institutions was Rs. 2,27,635 for boys and Rs. 50,000 for Girls. The B.T. class so far trained out 143 graduate teachers. The result for B.T. during the year was 88.3%.

Year 1946-47

Total number of institutions was 2158 and the number of technical institution was 8. The number of girls institutions was 335.

Enrolment

Type of Education	Boys	Girls	Total
Colleges	3372	79	3451
Secondary Schools	39336	9585	48921
Primary -do-	65273	11918	77191
Maktabs & Pathshalas	4132	370	4502
Training Schools	185	59	244
Total	1,12,298	22,011	1,34,309

Cost of Education :	Rs. 37,51,500
State Revenue for the year	Rs. 5,37,82,200

The cost of education is thus 7% of the Revenue.

The average cost per pupil is Rs. 27.92 p

Grant-in-aid paid during the year :

Boys Schools Rs. 2,45,163

Girls -do- Rs. 68,187

Total Rs. 3,13,350

Year 1947-48

(On the 15th August, 1947, India gained independence and was free from the 200 years of bondage of British rule. But it was achieved at a great cost. India was divided into two parts, the Hindu majority areas and the Muslim majority areas. The Muslim majority areas were designated as Pakistan. The rulers of native states were given the option of joining either of the two states of Pakistan or India, preferably, on the basis of geographical nearness. (The State of Jammu & Kashmir was contiguous to both India and Pakistan. The Maharaja tarried and did not take an early decision. Meanwhile Pakistan pressurised the ruler to accede to that country and even resorted to force and violence at the borders of the State. This violent posture culminated, on the 22nd October, 1947, in an open invasion of the State by thousands of fully armed tribal invaders with active help from the Pakistan army Officers. The Maharaja had no choice but to accede to India in order to be able to get military help to stall the advance of the raiders. The raiders were driven out from most parts of the valley. But more than one quarter of the State remained in the illegal possession of Pakistan, when the UNO announced a cease-fire decision in January, 1948.

/ This episode shooke the educational fabric of the State. We lost a good number of Schools located in the occupied areas.

Soon the Maharaja had to leave the State and the administration of the State passed into the hands of the people. Sheikh Abdullah as the leader of the majority party in the State took over as the first Prime Minister of the popular Government. As Prime Minister he also took the portfolio of education in his hands. /

Number of Institutions:

Primary	Boys	1291	Girls	280	Total	1571
Middle	do	153	do	50	Total	203
High	do	46	do	8	Total	54
Colleges	do	Govt. 4, Oriental aided 3			Total	7
✓ Total No. of Institutions						<u>1835</u>

Enrolment

Colleges	Boys	3029	(including girls)	Total	3029	
High	do	17124	Girls	1166	Total	18290
Middle	do	29797	do	4710	Total	34507
Primary	do	78190	do	11917	Total	90107
Total enrolment					<hr/>	145933

Cost of Education Rs. 33.49 lakhs.

Cost per pupil comes to Rs. 22.95 P.

✓ By March 1948, the B.T. Class attached to Jammu College was transferred to Srinagar as its functioning had become difficult due to political uncertainty caused by frequent enemy raids on the borders of Jammu.

Year 1948—49

✓ With the coming of the National Conference to power under Sheikh Abdullah as Prime Minister of the State and also as the Education Minister, education received his best attention. The new political set up of the State was embodied in a pamphlet designated as "New Kashmir" which also incorporated the future educational policy in the State. The "New Kashmir" assumed the form of a political

bible of the State. Educational Conferences were held at many centres to explain to the masses the philosophy underlying it.

Steps were taken to enhance the social status of the teachers and it was for the first time in the educational history of Kashmir that they had the consciousness of their role as builders of the nation. They moved now with confidence and with their heads erect.

Soon after the assumption of office as Minister of Education by Sheikh Abdullah, a Text Book Advisory Board was set up in November, 1948. Text books for use of children from classes I to VIII were got prepared through local authors, mostly teachers. Four lakh text books were printed for distribution to Children. The Prime Minister acted as Chairman of the Board.

Mahatma Gandhi, the father of the nation, fell a victim to a fanatics bullet on the 30th January, 1948. The name of the Prince of Wales College, Jammu was changed to the Gandhi Memorial College in his memory.

The enemy raids across the borders shook the very foundation of the normal scholastic life of the State. The Schools situated in the enemy-held areas were lost and most of the people inhabiting the border areas were uprooted and had to be put in camp as refugees. Most of the institutions had to be closed to make room for refugees. The G.M. College Jammu remained closed for a number of weeks. The staff and students busied themselves with refugee work.

The education of girls also had a set back. The schools located in enemy held areas were now non-existent and most of the other schools had to be closed as girls due to panic remained away for a good deal of time. Some of the aided schools were also closed down.

The most important event of this period was the establishment of the Jammu & Kashmir University at Srinagar in the winter of 1948 with Professor Ghulam Ahmad Ashai as its first Registrar. It started as an examining body.

As the links with the Punjab University, Lahore were now totally snapped, the Department of Education instituted its own Middle

standard Examination for Girls from 1949. 417 girls appeared in March, 1949 and 217 passed.

During the year a fact worth recording is the role that women teachers played in the extra-activities which arose because of serious refugee problems. When the year opened, they were working in the Red Cross, Refugee camps. Sewing Centres and in the women's self-defence Corps. A mass knitting programme was organised to knit socks and sweaters for the refugees in camps and soldiers fighting in bitter winter cold at the borders.

A school was opened near the Dalgate in the winter of 1949 when several teachers offered their services to teach the children of boatmen.

Number of Institutions and enrolment (1948-49)

No. of Institutions		Type of Institution	Enrolment
(Boys)	4)	Colleges (Govt)	2236
	1)	-do- (Aided)	
	1)	Oriental	
	22	High School (Govt)	6887
	22	-do- (Aided)	6013
	83	Middle & Central (Govt)	10649
	20	-do- (Aided)	2967
	933	Pry. Basic (Govt)	39226
	42	-do- (Aided)	2875
	1	T.T. Schools	29
	48	Maktab & Pathshalas	1093
1177		Total	71975
Girls			
Govt. 4,)	8	High Schools	1163
Aided 4)	31	Middle -do- (Govt)	5289
	8	-do- -do- (Aided)	1345
	206	Primary (Govt)	10576
	9	-do- (Aided)	1113
	5	Maktab & Pathshalas	245
267		Total	19731
1444		Total Boys & Girls	91706

Cost of education (1948-49) — Rs. 31,32,800

The State Revenue for the year was Rs. 2,98,17,100.

Cost per pupil works out at Rs. 34.16 p

The following table may be examined :

Year	No. of Institutions	Enrolment
1947-48	1,835	1,45,933
1948-49	1,444	91,706

Thus because of the invasion from across the borders the number of institutions fell by 391 and enrolment fell by 54,227 in one single year. The State lost a number of largely attended Schools both in the Public and Private Sectors especially in Mirpur, Kotli and Bhimber areas.

Year 1949-50

The year was a period of planning and experiment in Education. Mr. A. A. Kazimi of Lucknow was appointed the new Director of Education. Before settling to work, he spent a few months touring about the schools in the State to get acquainted with their working and to evolve in his mind what fields of education he would reform and in what ways.

He called a Conference of educational officers at which were discussed problems like the reorganising of schools, devising effective methods of inspection, checking wastage in education, bringing the knowledge of new methods in teaching and new trends of education within the reach of teachers through the organisation of Refresher courses, setting up of Multi-purpose and Multilateral Schools in the State, setting in motion of a Scheme of social education, opening of infant schools for children of age-group 3 to 5. encouraging a programme of building school houses through Community self-help and taking suitable measures for the improvement of health of children

in Schools. The conference was inaugurated by Sheikh Mohd Abdulla as Minister of Education, on 1st of August, 1949 and sat for 4 consecutive days. The conference formulated certain recommendations and submitted the same to the Government which soon conveyed its decision to the Department. ✓

✓ **Social Education** : This Scheme was sanctioned on toto by the Government. The Scheme was formally introduced in the state during October 1949. 40 Social Education Centres were started in the State with 20 centres in each Province. The Scheme did not aim merely at imparting literacy. An attempt was made to broad base it on the cultural activities of people like folk music, folk dance and the like. The centres were organised on the lines of community service centres which people attended to relax, to be amused and instructed. They were also given elementary knowledge of rural sanitation, Laws of health and hygiene and civics. The adults were also initiated in undertaking social and rural uplift work in the villages. At the end of the year, 1932 adults were under instruction.

✓ **Inspection**—Work with regard to inspection was rationalised. Officers were asked to send regularly tour diaries and chalk out tour programmes in advance.

✓ **Refresher Courses**—Many Such courses were conducted at various Centres especially at Kargil, Jammu and Srinagar. For the benefit of adults receiving instruction at Social education Centres two Refresher course were held in Physical Education, one at Srinagar and the other at Jammu.

✓ **Text Book Advisory Board**—As already mentioned the Board was constituted in November 1948 with the Prime Minister as its chairman. 96 books on different School Subjects, such as English, Urdu, Sanskrit, Persian, Arabic, Punjabi and Kashmiri were got compiled and printed under the management of the Board. The manuscripts were witten under the new syllabus which “attempted integrally to relate instruction not only to the child’s native interests and psychology but also to the realities of his socio-economic environment”. The aim was to make the child socially realistic and infuse

in him the love of his country, spirit of self help, tolerance and brotherhood.

Medium of Instruction --The Government set up a Committee of four members viz, Professors G. A. Ashai, J. L. Kaul, S. K. Toshikhani and Mr. G. H. Beg Arif to examine and perfect the Kashmiri script. The script, "Nakash" style, introduced the necessary letter symbols to denote the sounds peculiar to Kashmiri Phonetics in a short time produced the first Primer of the Kashmiri language. It became possible to introduce Kashmiri as a medium of instruction in the first and second Primary classes from April, 1949. A script training centre was started in the summer of 1949.

During the year two Schools were converted into Higher Secondary Schools, namely S. P. High School Srinagar and S. R. High School Jammu, New Crafts introduced in these Schools were Wood carving, Papier-machie, Embroidery, Spinning and Weaving. In certain secondary Schools crafts like smithy and carpentry were introduced as optional subjects.

Kindergarten—These model infant schools for children between the ages plus 3-5, were started at Srinagar, Jammu and Anantnag. As the year advanced six more such Schools were opened.

University Education Commission Report 1949

Soon after India obtained independence, the Govt. of India appointed a Commission in Dec. 1948 on University Education in India under the Chairmanship of Dr. S. Radha Krishnan then spalding Professor of Eastern Religions and Ethics, University of Oxford. Among the members of the Commission were included educational experts from Britain and U. S. A. The Main terms of reference were :

- (i) Aims and objects of University Education and Research in India.
- (ii) The changes considered necessary and desirable in constitution, control, functions and jurisdiction of Universities in India. Their relation with Govt.—Central and Provincial.

- iii) The finance of Universities and Colleges under their control.
- iv) Courses of study in the Universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences; Pure Science and technological training in Universities.
- v) Standards of admission to University courses.
- (vi) The medium of instruction in Universities.
- (vii) The Provision for advanced study in Indian culture, history literatures, languages, Philosophy and fine Arts.
- (viii) The organisation of advanced research in all branches of knowledge in Universities and institutes of higher research.
- (ix) Religious instruction in the Universities.
- (x) Special problems of the Benaras Hindu University, Aligarh Muslim University, The Delhi University and other institutions of all India character.
- (xi) The discipline of Students; hostels and the organisation of Tutorial work.

The Commission submitted its report in August, 1949.

The main recommendations of the Commission were:—

✓(1) The importance of the teacher and his responsibility be recognised.

(2) There should be four classes of teachers-Professors, Readers, Lecturers and Instructors. The age of retirement should be 60 but extensions should be allowed upto 64.

(3) Standards of admission to the University courses should correspond to the present Intermediate Examination i.e. after completion of 12 years of Study at School and an Intermediate College.

(4) That in each Province a large number of well-equipped and well-staffed Intermediate Colleges (with classes IX to XII or VI to XII) be established.

(5) That to divert students to different vocations after 10-12 years of schooling a large number of occupational institutes be established.

(6) To avoid over-crowding at Universities and Colleges, the maximum number in Arts and Science faculties of teaching University be fixed at 3000 and in affiliated Colleges 1500.

(7) There should be no prescribed books in any course of study.

(8) University libraries should be improved.

(9) Masters Degree be given to Honours Students after one year and to pass students after two years of passing Bachelors degree.

(10) Teaching Universities should develop research training in as many branches of knowledge as they can.

(11) Existing Engineering and Technological Institutions of the country should be regarded as national assets and wherever possible existing engineering and technological colleges be up-graded for post-graduate training.

(12) Steps should be taken to start without delay higher technological institutions.

(13) Educational facilities for women should grow.

(14) Women teachers should be paid the same salary as men teachers.

(15) Pupils in Schools should learn 3 languages—the regional language, the federal language and English.

(16) The medium of instruction for higher education should gradually become the regional language.

(17) Education (University) should be placed on concurrent list.

(18) No University should be, purely, of the affiliated type.

No. of Institutions & Enrolment (1949-50)

No. of Institutions		Type of Education	Enrolment	
Boys	Girls		Boys	Girls
4	—	Colleges also T.T. College)		
3	—	Aided)	1958	
1		Oriental)		
23	8 both Govt	High School (Govt.)	8151)	
23	& aided	Aided -Do-	7017)	1382
83	38 (both)	Middle Central & Basic	12822)	
20		Aided -Do-	3263)	6448
940	207 (both)	Primary (Govt.)	43059)	
35		Aided	2986)	7745
148	—	Maktab & Pathshalas	3545	—
1	—	Training Class (in S.P. High School)	37	—
1281	253	Total	82838	15575

Total No. of Institutions 1534 ✓

Total Enrolment 98413 ✓

Cost of Education Rs. 37,54,000 ✓

Revenue Receipts for the year 434.11 Lakhs ✓

The cost of education is thus 8.65% of the State Revenue for the year. ✓

Average Cost per pupil is Rs. 38.18p.

Discussing the education of the State for the period 1938-39 to 1949-50 we find that the chief facts of change in the educational pattern in the State were :

(1) During 1937-38 with the appointment of Sri Gopala Swami Iyengar as Prime Minister of the State and that of Mr. K.G. Saiyidain as the new Director of Education a very bold experiment in

the organisation of Primary education was taken in hand. The scheme of Basic Education profounded by Mahatma Gandhi and given a shape by Zakir Hussain Committee, was given a practical expression in the State. Under this scheme a 7-year Primary Course of Craft-integrated education was adopted. In initial stages good work came to be undertaken both by the teachers and authorities. But the difficulties which were experienced by making craftwork as a medium of instruction for all subjects in the School curriculum could not be fully overcome. The teachers, as a body, failed to master the technique of making a basic craft a nucleus to correlate the teaching of other subjects with it. This was the issue on which the Scheme finally foundered. And with the exist of Mr. K.G. Saiyidain when the main support for the scheme disappeared, the craft integrated teaching in Schools degenerated into the orthodox teaching and the craft taught in a School became merely an additional School subject.

(2) The opening of the B.T. class on 2.9. 1940 in the P W. College Jammu to provide training facilities for graduate teachers was certainly a land-mark in the educational history of the State.

(3) Adult Education started in 1938-39, suspended in 1943-44 and reorganised in 1948-49 under the Social Education Scheme was an item of importance in the effort to remove adult illiteracy.

(4) Compulsory Education was also furthered during the period.

(5) A Text Book Advisory Committee came to be established and lakhs of cheap text books got printed. The contents of education were revised and a new syllabus formulated, based on the native interests and socio-economic environment of children. The manuscripts of text books were written according to the new syllabus mostly by native authors.

(6) The number of institutions, enrolment and cost of education kept on steadily growing.

(7) The colleges in the mufasil started opening.

(8) The Maharaja's rule too came to an end during the period and the reins of Government passed in the hands of the people. It was at a time when chaos prevailed in all directions due to a massive invasion of the State by thousands of tribal raiders across the borders of the State. The National Conference, the largest political party in the State did a tremendous job in keeping up the morale of the people.

(9) The University of Jammu & Kashmir came to be established in the winter of 1948, though as an examining body initially. In fact the period was a lively period when education fostered forward first under the dynamic personality of Mr. K.G. Saiydain as Director of Education and later under Sheikh Mohammad Abdullah as Minister of Education.

Let us consider the following table:

Year	Institutions			Enrolment			Cost of Education
	Boys	Girls	Total	Boys	Girls	Total	
							Rs.
1938-39	1273	227	1500	88189	15942	104131	21,32,883
1946-47	1823	335	2158	112298	22011	134309	37,54,500
1947-48	1497	338	1835	128140	17793	145933	33,49,000
1948-49	1177	267	1444	71975	19731	91706	31,32,800
1949-50	1281	253	1534	82738	15575	98313	37,54,000

We observe the following facts:

(1) The number of institutions kept on steadily increasing for both boys and girls upto 1946-47 when the number of boys institutions was 1823 and that of girls 335. In 1947-48 the number of institutions for boys fell to 1497 (-326) while those for girls increased by a small margin (+3). But in 1948-49 the number of institutions for boys again fell low at 1177 (-320) and those for girls 267 giving a decrease of 71. As already pointed out many big schools located in

Pakistan-held territory were lost to us. In 1949-50 there was a further fall in the girls schools by 14. The girls had not yet recovered from the fright and panic generated by the event of October, 1947.

(2) Similar was the case with enrolment. While for boys it stood at 112298 in 1946-47, the number decreased to 71975 in 1948-49, giving a total decrease of 40323 for a period of 3 years. The enrolment of girls stood at 22011 in 1946-47. It fell 15575 in 1949-50 thus registering a decrease of 6436 in three years, no doubt there was a substantial increase in girls during 1948-49.

(3) But the cost of Education kept on steadily increasing throughout the period from Rs. 21,32,883 in 1938-39 to Rs. 37,54,000 in 1949-50. This meant an increase of Rs. 16,21,117 or more than 76%.

CHAPTER XIV

Decade 1950-51 -- 1959-60

Year 1950-51

[The year witnessed the appointment of an Educational Reorganisation Committee by the State Government on the 2nd August, 1950.] It consisted of the following members:—

1. The Director of Education	...Chairman
2. Mr. Mohd Syed Masudi	...Member
3. Mr. Mehdiratta	... do
4. Mr. Bedi	... do
5. Mr. R.C. Pandita	... do
6. Mr. G.A. Mukhtar	... do
7. Mr. G.A. Ashai	... do
8. Chief Inspectress Women's Edu.	... do
9. Mr. N.D. Suri	... do
10. Mr. Phil Edmonds	... do
11. Mr. Mohammad Hussain	... do
12. Mr. J.L. Nazir	...Member Secretary

The terms of reference were:

A. To define the aims and objectives of education at its various stages in Kashmir with special reference to the changed conditions

and the urgencies of modern times and to suggest ways of bringing education into more responsible touch with the needs and ideals of "New Kashmir".

B. To survey Primary, Secondary and Post Secondary Education in the State with special reference to :

- (i) the new structure of education already approved by Government;
- (ii) the qualifications and professional training of teachers and their method of recruitment and their pay;
- (iii) the curricula and methods of teaching which will help in realising the aim and objectives of education;
- (iv) steps and measures necessary to eliminate waste, improve methods of instruction, equipment and buildings of the schools.

C. To recommend measures to bring education into close touch with the present socio-economic orders so as to make education more useful and practical and in this connection to consider the following points :

- (i) the position to be given, at the various stages of education to the hand-work and craft for which Kashmir has been famous;
- (ii) the different types of secondary schools to suit different aptitudes of students and to check the aimless drift from the Primary to the secondary and from the secondary to the post secondary stages of education;
- (iii) measures for improving the professional and training facilities;
- (iv) social education, its scope and contents.

✧ In January, 1951, the committee submitted its report to the State Government. The main recommendations regarding the new organisation of education aimed at

(1) Kindergarten—A two year's course (age +3 to +5) to be an integral part of the education ladder. The Schools should be preferably under lady teachers.

(2) Primary education—to be called the Central School and to be an independent unit by itself. It will be a seven years course (ages +5 to +12).

(3) Secondary Education—Its duration should be 4 years—+12 to +16. It should constitute an independent unit. Rural Multi-purpose High Schools should be set up in larger Muffasil towns and Urban Schools of this type in the cities of Jammu and Srinagar. Each high school of this type should have a "career master who is trained to assess the aptitudes of the pupils and advise them on the choice of their careers".

(4) Home Science should be compulsory for all girls upto the Matriculation standard.

(5) For girls in the rural areas a new subject called "The village Home" should be a compulsory subject.

(6) Mother tongue should be the medium of instruction at the Primary, Regional at the Secondary and English at the University stage. The federal language should be one of the compulsory subjects at the University stage.

(7) Under undergraduate teacher training the Committee recommended the scraping of B.E.C., J.V. and S.V. and the institution of a uniform training to be called C.T. (Certified Teacher) of one year's duration. The Committee also recommended the organisation of mobile training squads to take training facilities to teachers.

(8) Matriculation should be the minimum qualification of a teacher.

(9) Only trained teachers should be recruited as teachers.

(10) Circulating Libraries and other cultural facilities to village and other schools.

(11) The Committee also recommended enhanced grades for teachers.

The State Govt. gradually started to implement the recommendations of the Committee. It did not, however, approve the lowering the age of entry to the school from +6 to +5.

The Government reorganised and readjusted the salaries and pay scales of teachers. The following scales were sanctioned : —

(i) Non-Graduate teachers	Rs. 50-5-90
(ii) Special Line Teachers	Rs. 70-5-120
(iii) Trained Graduates	Rs. 80 8 200
(iv) Headmasters of High Schools.	Rs. 200-15-350

COLLEGES :— (a) Demonstrators	Rs. 150-10-250
(b) Lecturer-cum-Readers	Rs. 200-15-350/25-500
(c) Professors	Rs. 400-25-600

The most significant event of the year was the establishment of a Government Intermediate College for Women in the State at Srinagar with Music and Domestic Science as special electives. It was the first College to be ever opened for women in the State.

S.P. College Srinagar which was a 2-year institution from 1942 was again raised to a full-fledged Degree College from 1st March 1951.

At Anantnag the three aided schools as also the Hanafia High School were taken over by the Government and amalgamated with the Government High School Anantnag which was raised to the status of an Intermediate College

The two aided high Schools at Srinagar and Zadibal, one at Shopian and one at Baramulla were acquired by the State Government,

The High School at Sopore was raised to the status of Intermediate College with Rural Economics Agriculture and Cooperation and weaving as special subjects.

Infant Schools :—

During the previous year six infant Schools were opened. Because of the success achieved, 120 classes were started in various schools all over the State. The Department claimed that these Kindergartens did not cost much as the equipment was usually locally prepared by the schools themselves.

SOCIAL EDUCATION :—The number of Social Education Centres was increased from 40 to 120. Sixty centres functioned in each Province. A Refresher Course for Social workers was conducted at Jammu in the Central Basic School. They were trained to run Community Centres.

PHYSICAL EDUCATION :—The experiment of providing mid-day meals was started in a number of Schools. The Department also arranged the distribution of skimmed milk and Multipurpose food to underfed children through the good offices of W.H.O.

No. of Institutions and Enrolment (1950-51)



Institutions		Type of Education	Enrolment	
Boys	Girls		Boys	Girls
7	2	Colleges	2527	252
1	—	T. T. College	50	10
3	1	College Special	109	55
48	7	High Schools	18521	2488
102	44	Middle School	14271	5449
940	175	Primary School	56725	6776
1101	229	Total	92203	15030

Total No. of Institutions Boys 1101 + Girls 229 = 1330

Enrolment Boys 92203 + Girls 15030 = 107233

Roughly for every six boys only one girl was at School.

Cost of Education

(1) University	Rs. 33,500
(2) Colleges	Rs. 4,14,735
(3) High Schools	Rs. 7,26,265
(4) Middle Schools	Rs. 3,28,409
(5) Primary Schools	Rs. 12,88,438
(6) Direction	Rs. 1,42,900
(7) Miscellaneous charges	Rs. 5,29,461
(8) Other charges	Rs. 37,842
Total cost	Rs. 35,01,250

State Revenue receipts for the year are Rs. 555.46 lakhs

The cost of education is 6.3% of the Revenue receipts.

Average cost per pupil comes to Rs. 27.71 p.

No. of teachers : Men 3742, Women 617, Total 4359

Output from Educational Institutions :

Matriculation	—1313, Graduates 249 (Arts & Sc.)
Post-graduate	— 3 (Arts only)
Trained teachers	48
B.E.C.	121

Year 1951-52

Institutions and Enrolment

Institutions	Type of Education (Boys)	Enrolment
1	University	—
6	Colleges Arts and Sc.	2417 Co-edcation.
2	-do- Professional	65 -do-
2	-do- Special	115 -do-
52	High Schools	23413
122	Middle -do-	28665
873	Primary -do-	56808
1058	Total	111473

Girls

6	High Schools	3173
36	Middle -do-	8072
177	Primary -do-	8268
219	Total	19513
	B.T. Girls	17
	Total Girls	19530

Total No. of Institutions Boys 1058 + Girls 219
= 1277

Total Enrolment Boys 111490 + Girls 19513 = 131003

Cost of Education

(1) University	Rs. 41,530
(2) Colleges	Rs. 4,13,456
(3) Professional	Rs. 1,22,956
(4) Special	Rs. 18,251
(5) High Schools	Rs. 8,68,938
(6) Middle Schools	Rs. 5,54,300
(7) Primary	Rs. 11,92,912
(8) Training Schools	Rs. 15,608
Total	Rs. 32,27,951 ✓

Average Cost per pupil at various stages of Education

Primary	Middle	High	College	Over-all
Rs. 18.33p	Rs. 15-08p	Rs. 21.02p	Rs. 160.20p	Rs. 24.64p

Total Revenue for the year Rs. 555.46 Lakhs.

The cost of education was 5.8% of the year's Revenue.

Year 1952-53

No. of Institutions and Enrolment

No. of Institutions		Type of Institution	Enrolment	
Girls	Boys		Boys	Girls
—	1	University		
—	6	College Arts & Science	3398	293
—	1	College Professional	136	41
—	2	Special	129	156
7	52	High Schools	19749	3419
25	129	Middle Schools	22639	7280
176	856	Primary	52462	6861
—	1	School for Education	44	32
208	1048	Total	98557	18082

Total No. of Institutions—Boys 1048 + Girls 208 = 1256

Total Enrolment Boys 98557 + Girls 18082 = 116639

Cost of Education 1952-53

(1) University	Rs. 36,500
(2) Colleges Arts & Science	Rs. 4,70,574
(3) Colleges Professional	Rs. 1,31,798
(4) Colleges Special	Rs. 20,094
(5) High Schools	Rs. 13,60,295
(6) Middle Schools	Rs. 6,90,000
(7) Primary Schools	Rs. 11,90,300
(8) Other charges	Rs. 14,027
Total	Rs. 39,13,588

Revenue Receipts of the State for the year were Rs. 466.03 Lakhs.

Thus the cost of education was 8.4 % of the Revenue

Over-all average cost per pupil is Rs. 34.42p.

We also notice that for every 6 boys at School only one girl was at School.

Secondary Education Commission Report

The Government of India appointed a Commission on the 23rd September, 1952 to examine the prevailing system of Secondary education in the country and suggest measures for its reorganisation and improvement. As the recommendation of this commission had a far reaching impact on the Secondary Education in our State, it will be pertinent to give brief details of its work.

The personnel of the Commission consisted of : —

1. Dr. Lakshman Swami Mudaliar, Vice-Chancellor Madras University.
2. Principal John Christic, Jesus College, Oxford.
3. Dr. Kenneth Rast Williams, Associate Director Southern Regional Education Board, Atlanta (U.S.A).
4. Mrs. Hansa Mehta, Vice-Chancellor, Baroda University.
5. Shri J.A. Tarapora Vala, Director of Technical Education, Bombay.
6. Dr. K.L. Shrimali, Principal Vidya Bhawan Teacher's Training College, Udaipur.
7. Shri M.T. Vyas, Principal New Era School, Bombay.
8. Mr. K.G. Saiyidain, Joint Secretary to the Govt.
9. Principal, A.N. Basu, Central Institute of Education, Delhi as member Secretary.

Terms of reference : The Commission was asked to (a) to enquire into and report on the position of Secondary Education in India in all its aspects : and (b) Suggest measures for its reorganisation and improvement with particular reference to.

- (i) the aims, organisation and content of Secondary Education ;

- (ii) its relationship to Primary, Basic and higher education ;
- (iii) The inter-relation of Secondary Schools of different types; and
- (iv) Other allied problems.

The Commission was formally inaugurated by the Hon'ble Education Minister, Government of India, Maulana Abdul Kalam Azad on the 6th October, 1952.

The main recommendations of the Commission regarding the new reorganisational structure of Secondary education in the country were :

(1) Under the new reorganisational structure, Secondary Education should commence after 4 or 5 years period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic, or Junior stage of 3 years and (b) the Higher Secondary stage of 4 years.

(2) The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years, one year of the present Intermediate being included in it.

(3) The Degree Course in the University should be of 3 years duration.

(4) For those who pass out of the High Schools there should be provision for a Pre-University Course of one year at Colleges.

(5) Admission to professional colleges should be open to those who have completed the Higher Secondary Course or have taken Pre-University Courses of one year.

(6) The Professional Colleges will incorporate during the first year, Scientific courses including Mathematics of the present second year of the Intermediate Colleges.

(7) Multipurpose Schools should be established wherever possible to provide varied courses of interest to students with diverse aims,

aptitudes and abilities. Those who completed such courses should be offered opportunities to take up higher specialised courses in Polytechnics or technological institutions.

(8) All States should provide special facilities for agricultural education in rural schools and such courses should include Horticulture, Animal husbandry and Cottage industries.

(9) Technical Schools should be opened in large numbers or as part of Multipurpose Schools.

(10) Central Technical Institutes should be established in larger cities which may cater to the needs of several local schools.

(11) Whenever possible Technical Schools should be located in close Proximity to appropriate industries and should function in close cooperation with the industry concerned.

(12) A small cess to be called "Industrial Education Cess" should be levied on industries. The proceeds of the cess should be used for the furtherance of Technological Education.

(13) Public Schools should continue to exist for the present and the pattern of education given in them should be brought into reasonable conformity to the general pattern of national education.

(14) "Residential Day Schools" shall be established in suitable centres to provide greater opportunities for teacher-pupil contacts.

(15) A large number of Schools should be opened to meet the needs of handicapped children.

(16) Special facilities for the study of Home Science should be made available in all girls Schools or in co-educational or mixed schools.

(17) Efforts should be made by the State Govts to open schools for girls wherever there is a demand for them.

(18) Educational guidance and counselling shall receive much greater attention on the part of the Educational authorities.

(19) The services of trained Guidance officers and Career Masters should be made available in all educational institutions.

(20) The Centre should take up the responsibility of opening in different regions, centres for the training of Guidance officers and career masters.

This is what they had suggested in a broad outline, for the improvement of Secondary education in the country. Our Pattern to a large measure is a kin to what they had recommended.

Year 1953-54

On the basis of the recommendations

✓ During the year certain reforms in education were introduced :

1. Education was made free from the Primary to the Post-graduate stages. About 1.25 lakh students were benefited. It still continues as such.

2. Grant-in-aid which remained suspended for some year was restored and a sum of Rs. 128336 was paid to deserving aided schools.

3. Co-Education in Primary Schools where it still existed, was abolished. Separate girls schools were instituted instead.

4. Six High Schools, 30 Middle and Central Schools and 50 Primary Schools were opened during the year.

5. Training classes for teachers were opened at Kargil and Poonch.

6. A number of Officers in the Education Department were deputed abroad for higher studies.

7. A Bureau of Intelligence testing was set up in Govt. Teachers College, Srinagar.

8. A special grant of Rs. 4,23,610 was sanctioned and spent on the construction of school houses.

9. The Mahilla College for girls Jammu was taken over by the Government and converted as a regular college for women.

10, A special course of training was sponsored for senior teachers at Jammu for 3 weeks. It was from this batch of teachers that Tehsil Education Officers were recruited.

11. Science teaching was started in most of the rural High Schools.

12. Two physical Education Courses were conducted at Jammu of six weeks duration each. 38 women teachers also received such training at Jammu.

The pupil-teachers ratio in the Primary Schools during the year was 1 : 62.

No. of Institutions and Enrolment (1953-54)

Institution			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1064	175	1239	Primary	56372	4619	60991
154	15	169	Middle	24760	4145	28905
63	9	72	High	25698	5243	30941
7	for both sexes co-education		College	2687	362	3049
1		1	T. T. College	70	Co-education	70
2	1	3	D. T. Schools	62	35	97
1291	200	1491	Total	109649	14404	124053

In addition 177 Maktabas and Pathshalas for both Boys & Girls with 3300 Scholars on roll functioned during the year.

Total No. of Institutions Boys 1291 + Girls 200 + Maktabas & Pathshala 177 = 1668

Total enrolment = 127353

Cost of Education

(1)	Primary Education	Rs. 15,00,000
(2)	Middle School Education	Rs. 9,00,000
(3)	High School Education	Rs. 13,00,000
(4)	Colleges.	Rs. 6,93,000
Total		<hr/> Rs. 43,93,000

Total Revenue for the year Rs. 523.89 lakh which shows that cost of education was 8.4% of the Revenue.

For every 8 boys at School, only one girl was at School.

Overall Average cost per pupil was Rs. 34.50 P.

Year 1954-55

(During the year a separate Teacher's College was opened at Jammu.)

For Arts students in the Gandhi Memorial College Jammu a new Arts College was started. The original College was designated as Gandhi Memorial Science College and the Arts College named as Maulana Abdul Kalam Azad Memorial College in memory of the said leader.

Staff in the colleges was strengthened. 11 new posts of lecturers and 16 posts of Demonstrators were created to ease the over-crowding in Colleges.

To ensure efficient supervision and inspection of Schools, the jurisdiction of the inspecting officers was curtailed and shrunk and more inspecting officers appointed.

4 new girls High Schools, one Girl Middle School and 50 new Girls Primary Schools were opened.

In addition 90 new maktabas and pathshalas were helped to grow. The allowance of Pandits and Maulvis was raised from Rs. 10 to Rs. 15.

Enrolment and number of Institutions

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
8	Combined	8	Colleges	3086	477	3563
2	co-education	2	T.T. Colleges	110	including women	110
69	18	87	High Schools	27344	7291	34635
201	31	232	Middle—do—	30691	5951	36642
1281	208	1489	Primary	65454	8200	73654
4	with those of Girls	4	Training Schools	124	62	186
1565	257	1822	Total	126809	21981	148790

In addition 233 maktabas and Pathshalas with 3376 Scholars on roll also functioned.

Cost of Education (1954-55)

1. Primary education	Rs. 22,50,000
2. Middle -do-	Rs. 10,00,000
3. High School -do-	Rs. 17,20,000
4. Colleges	Rs. 8,50,800
5. Grant-in-aid paid.	Rs. 2,68,700

Total **Rs. 60,89,500**

Total, Revenue Receipts for the year 554.43 lakhs Cost of education was 10.9% of the year's Revenue Over-all average cost per Scholar is Rs. 40. The teacher-pupil ratio in Primary Schools was 1:56.

The following comparison may also be noted:

- (i) For every 8 boys in the Primary Department only one girl was at School.
- (ii) For every 5 boys in the Middle Department only one girl was at School.
- (iii) For every 4 Boys in the High Department only one girl was at School.

Year 1955-56

No. of Institutions and Enrolment:

No: of Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-education	1	University	—	—	—
10	2	12	Colleges (Arts & Sc.)	4356	689	5045
2	Co-education	2	College Teachers	202	57	259
1	—do—	1	College Commerce			
4	5	9	Colleges Special	148	668	816
87	26	113	High Schools	34714	10264	44978
212	43	255	Middle Schools	37952	5248	43200
1612	270	1882	Primary	74146	12836	86982
5	2	7	Training Schools	195	70	265
1934	348	2282	Total	151712	29832	181545

Cost of Education (1955-56)

1. Primary Education	Rs. 24,90,000
2. Middle Deptt. Education	Rs. 13,00,000
3. High Schools	Rs. 21,34,000
4. Colleges	Rs. 11,53,000
Total	Rs. 70,77,000

Total Revenue Receipts Rs. 593.20 Lakhs

Cost of education is 11.9% of the total Revenue.

Over-all cost per pupil—Rs. 33.50

Number of Teachers at various stages of education:

Type of Education	Men Teachers	Women Teachers	Total
College (Arts & Sc.)	237	28	265
College Professional	30	2	32
College Special	48	19	67
Primary	1882	309	2191
Middle	1249	256	1505
High	1834	408	2242
Total	5280	1022	6302

Teacher Pupil Ratio

Colleges	High Schools	Middle	Primary
1 : 17	1 : 20	1 : 29	1 : 43

For every 6 boys at School only one girl was at School.

Basic Education was restored this year:

Average cost per pupil :

		Rs. paisa
Primary Department		27.50
Middle	do	27.50
High	do	47.50
Colleges	do	217.30

Year 1956-57

No: of Institutions and Enrolment

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-education	1	University	—	—	—
10	2	12	Colleges Arts & Sc.	4615	733	5348
2	Co-edu.	2	Teachers Colleges	220	65	285
1	—do—	1	College Commerce			
4	5	9	—do— Special	167	681	848
86	23	109	High Schools	39354	10748	50102
225	35	260	Middle Schools	37500	5584	43084
1671	299	1970	Primary—do—	75618	13700	89318
6	2	8	Training Schools	422	117	539
2006	366	2372	Total	157896	31628	189524

Cost of Education

Boys		Girls	
	Rs.		Rs.
Colleges	9,46,636	Colleges	1,66,988
T.T. Colleges	1,48,146	High Schools	4,52,400
Oriental studies	6,500	Middle do	3,80,700
High Schools	21,38,799	Primary do	3,89,000
Middle -do-	11,84,023	Oriental Edu.	78,123
Primary	21,25,299	Total	14,67,211

	Rs.
Training Schools	2,52,074
Grant-in-aid paid	12, 26,365
Total	80,27,842

Total cost Boys Rs. 80,27,842)
 Girls Rs, 14,67,211) Rs. 94,95,053

Total Revenue of the State was Rs. 1480.77 lakhs

Cost of Education represents 6.5% of the total Revenue
 Average cost per pupil at different stages

Sex	Primary	High	Middle	College	Over all
	Rs. P	Rs. P	Rs. P	Rs. P	Rs. P
Boys	28.10	54.35	31.58	218.10	50/-
Girls	28.40	42.20	28.20	112.90	for both boy & Girls

Year 1957-58

During this year an Academy of Art, Culture and Language was established to foster creative activities in the sphere of art, literature and culture. Under the auspices of this Academy two institutions of Music and Fine Arts were opened one at Srinagar and the other at Jammu.)

Number of institutions and enrolment

Institutions			Type of Institution	Boys	Enrolment	
Boys	Girls	Total			Girls	Total
1	Co-edu.	1	University	—	—	—
4	—	4	State Degree College	Public		
2	—	2	Aided —do—	4250		
2	2	4	Intermediate —do—	Private		
				550	979	5779
2	—	2	Training Colleges	555	including	555
1	—	1	Oriental —do—	56	Girls	229
3	—	3	Private —do—	173	—do—	
7	—	7	Higher Secondary	5153	—do—	5153
95	23	118	High School (Public)	30831		
					15276	51592
13	8	21	—do— (Private)	5485		
200	46	246	Senior Basic	30831	8363	45776
12	3	15	Junior High	6582		
1100	154	1254	Private —do—			
264	421	685	Private Govt.	60858	16463	109989
			Primary Govt.	32668		
			—do— other (Private)			
200	12	212	Marktabs & Pathshallas	2427	450	2877
6	2	8	Training School	475	136	611
1912	671	2583	Total	180894	41667	222561

Cost of Education (1957-58) :

Boys Education	Type of Education	Girls Education
Rs.		Rs.
9,69,304	Colleges	1,36,109
2,36,640	Training Colleges	—
8,856	Oriental studies	78,435
3,67,317	Higher Secondary	—
20,93,834	High Schools	7,32,196
10,74,638	Middle Schools	5,80,600
31,64,929	Primary	11,08,270
10,06,703	Other charges	1,65,374
—	Single Teacher	1,35,520
69,457	Indigenous	3,276
89,91,678	Total	29,39,780

Total cost Boys Rs. 89,91,678 + Girls 29,39,780
=Rs. 1,19,31,458.

Total Revenue of the State for the year was Rs. 1516.12 Lakhs

Thus the cost of education is 7.8% of the Revenue.

Average cost per pupil at various stages :

Primary	Middle	High	Colleges	Overall
Rs. 58.00 P	Rs. 44.90 P	Rs. 56.30 P	Rs. 168.40 P	Rs. 53.13 P

Year 1958-59 ✓

No. of institutions and enrolment

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-edu.	1	University	—	—	—
10	—do—	10	Colleges with T.T.	4998		
—	2	2	Girls Colleges		1188	6186
104	25	129	High Schools	42815	11927	54742
14	8	22	—do— Aided	8241	4772	13013
243	46	289	Middle Schools	40526	7773	48299
12	4	16	—do— Aided	3462	1029	4491
1877	413	2290	Primary	104781	19748	124529
252	12	264	Maktabhs etc.	9243	630	9873
6	2	8	Training Schools	630	Ccmbined	630
2519	512	3031	Total	214696	47067	261763

Cost of Education :

1. University	Rs.	2,00,000
2. Colleges	Rs.	13,55,900
3. Secondary—Boys	Rs. 40,81,400)	
)	
Girls	Rs. 10,58,500)	Rs. 51,39,900
4. Primary—	Boys Rs. 20,15,900)	
)	
Girls	Rs. 4,52,000)	Rs. 24,67,900
5. General	Rs.	7,03,600
6. Libraries	Rs.	18,300
7. Physical Direction	Rs.	13,400
8. Teachers	Rs.	2,600
9. Research & Publications	Rs.	66,500
10. Development plans	Rs.	40,03,000
Total		1,39,71,100

Revenue Receipts are—Rs. 1552.53 lakhs

The expenditure on education is 8.9% of the year's State Revenue.

Average cost per pupil :

Primary—Rs. 20.47 P Secondary—Rs. 42.64 P Colleges Rs. 219.26 P and over all Rs. 53.40 P.

The number of women teachers in the year was 1194

During the year 44 Schools were upgraded into central and High Schools.

Year 1959-60

No. of Institutions and enrolment

No. of Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	—	1	University	—	—	—
10	2	12	Colleges	7104	—	7104
18	—	18	High Secondary)	Combined		
120	27	147	High School)		12345	51744
12	4	16	-do- Aided	8500	4875	13375
361	64	423	Middle Schools	37412	11340	48752
12	4	16	Aided -do-	3490	1200	4690
2229	514	2743	Primary	109395	30669	140064
253	14	267	Maktab & Path.	9517	3370	9887
6	2	8	Training Schools	735	for both	735
3022	631	3653	Total	2,15,552	60,799	2,76,351

Cost of Education :

1. University		Rs. 2,00,000
2. Colleges	Rs. 14,34,643)	
	)	Rs. 15,77,157
Grant in-aid	Rs. 1,42,514)	
3. Secondary Boys	Rs. 44,95,177)	
Girls	Rs. 11,78,379)	Rs. 61,37,931
Grant-in-aid	Rs. 4,64,375)	
4. Primary Boys	Rs. 20,66,678)	
Girls	Rs. 4,13,533)	Rs. 25,92,795
Grant in-aid	Rs. 1,12,584)	
5. Development Schemes		Rs. 57,78,402
	Total	Rs. 1,62,86,285

Revenue of the State for the year was Rs. 1433.99 lakhs.

The expenditure on Education is 11.3% of the Revenue.

Average cost of Education per pupil.

Primary Edu.	Secondary Edu.	College Edu.	Over all
Rs. 18.52 P.	Rs. 53.52 P	Rs. 211.75 P	Rs. 66

short summary

Analysis of Education during the decade 1950-51 to 1959-60

✓ We notice the following points :

I. The decade opened with the appointment of an Educational Re-organisational Committee in August, 1950, with Mr. A. A. Kazimi the State Director of Education as its Chairman.

The recommendations of this committee resulted in (i) making the Primary course as a self-sufficient Unit of 7-years duration for boys and girls of age group of +6 to +13 years, (ii) reorganisation of the secondary courses of four years duration for age-group +13 to +17, (iii) extension of compulsory Education to more towns in the State, (iv) launching of scheme of social education, (v) opening of Kindergarten and infant Schools for boys and Girls between the ages of +3 and +6, (vi) strengthening of physical education and (vii) granting to teachers of all categories higher scales of Progressive grades of pay.

2. During this period two colleges for women were opened.

3. Education was made free from the kindergarten to the Post-graduate stage in the State. This is the only State in India where the people have this concession.

4. A number of office in the Department were deputed abroad for higher education to bring efficiency in educational work.

5. The teaching of Science was reorganised and its scope extended steadily to Schools in rural areas.

6. Higher education started getting diffused in rural areas. Colleges started opening in various towns. High Schools at Sopore and Anantnag were raised to the status of Intermediate Colleges.

7. In India a Secondary Education Commission was appointed in 1952 by the Government of India to report and recommend on the reorganisation of Secondary Education in India. We have already referred to it in details under the "Year 1952-53". The report of this Commission had a large impact on evolving the pattern of Education in the State.

Let us examine the following table :

Year	Institutions			Enrolment			Cost of Education
	Boys	Girls	Total	Boys	Girls	Total	
							Rs.
1950-51	1101	229	1330	92,203	15,030	1,07,233	35,01,550
1951-52	1058	219	1277	1,11,473	19,530	1,31,033	32,27,951
1952-53	1048	208	1256	98,557	18,082	1,16,639	39,13,588
1953-54	1291	200	1491	1,09,649	14,404	1,24,053	43,93,100
1954-55	1565	257	1822	1,26,809	21,981	1,48,790	60,89,500
1955-56	1934	348	2282	1,51,713	29,832	1,81,545	70,77,000
1956-57	2006	366	2372	1,57,896	31,628	1,89,324	94,95,053
1957-58	1912	671	2583	1,80,894	41,667	2,22,561	1,19,31,458
1958-59	2519	512	3031	2,14,696	47,067	2,61,763	1,39,71,100
1959-60	3022	631	3653	2,15,552	60,799	2,76,351	1,62,86,285

We observe :

- (i) that there was a phenomenal growth in the number of institutions. From 1330 in 1950-51 the number rose to 3653 in 1959-60. The number of institutions almost trebled in ten years. There was an increase of 1941 institutions for boys and 402 for girls during the same period. Thus there was an increase of nearly 175% in boys institutions and 180% in those of girls.
- (ii) The total enrolment was 1,07,233 in 1950-51 and 2,76,351 in 1959-60. The enrolment thus rose by 1,69,118 i.e. the total enrolment multiplied more than two and a half times during the decade. The enrolment of boys rose from

92,203 in 1950-51 to 2,15,552 in the same period giving an increase of 1,23,349. The boys enrolment thus rose by 125%. The enrolment of girls was 15,030 in 1950-51 and 60,799 in 1959-60. Thus the enrolment rose more than four fold during the decade.

- (iii) The total expenditure on education was Rs. 35,01,550 in 1950-51 and Rs. 1,62, 86,285 in 1959-60. The expenditure thus almost became five-fold in the decade.

Let us consider the following table now:

Year	No. of Institution	Enrolment	Cost of Education.
			Rs.
1600-01	159	6,053	44,667
1905-06	337	13,706	1,46,776
1910-11	385	23,746	3,30,525
1915-16	676	34,746	6,85,327
1920-21	563	31,935	8,32,878
1925-26	847	50,578	11,72,753
1930-31	1120	65,608	15,04,322
1935-36	1197	76,842	17,63,000
1940-41	1695	1,08,250	23,59,868
1945-46	2155	1,34,457	34,58,015
1950-51	1330	1,07,233	35,01,550
Public Sector only			
1955-56	2282	1,81,545	70,77,000
1959-60	3653	2,76,351	1,62,86,285

We observe :

- (1) The number of institutions was 159 in 1900-01 and after 60 years in 1959-60 it was 3653 which shows that institutions multiplied twenty three times during the period.

(2) The total enrolment in 1900-01 was 6053 and after 60 years, in 1959-60, it stood at 276,351. The enrolment thus rose by more than 45 times.

(3) The cost of education in 1900-01 was Rs. 44,667 and in 1959-60 it was Rs. 1,62,86,285. Thus in the first sixty years of this century the cost of education multiplied nearly 365 times. Also during the five-year period, 1950-51 to 1955-56 it more than doubled and then during 1955-1960 it again more than doubled.

CHAPTER XV

1960-61 onwards

No. of Institutions and Enrolment:

Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-educational	1	University	116	58	174
10	2	12	Colleges General	6,318	1,687	8,005
2	Co-educational	2	Training College)	412	151	563
4	—do—	4	Professional Edu.)			
4	6	10	College Special	648	1,280	1,928
204	46	250	High and Higher Secondary	70,000	21,000	91,000
461	72	533	Middle Schools	52,000	13,000	65,000
2314	545	2859	Primary	1,11,000	37,000	1,48,000
—	—	—	Pre-Primary	5,000	9,000	14,000
3,000	671	3671	Total	2,45,494	83,176	3,28,670

The teaching departments in the University during the year were 6.

Colleges imparting Professional education comprised of : one Commerce College, one Medical College, one Engineering College, two Teachers Colleges and one B.Ed. Class attached to Gandhi Memorial College. Srinagar.

The total number of institutions was 3,671 with 3,000 for boys and 671 for girls. The total enrolment was 3,28,670 with 2,45,494 boys and 83,176 girls.

Let us observe the following table of ratios :

Type of ratio	Edu. Primary	Deptt. Middle	High & Hr. Sec.	Colleges general	Colle- ges Special	Colle- ges Prof.	Uni- ver- sity
Teacher-Pupil	1:34	1:28	1:21	1:24	1:9	1:14	1:8
Institution- pupil	1:46	1:166	1:409	1:667	1:94	1:193	1:174
Institution- Teacher	1:15	1:45	1:45	1:28	1:14	1:11	1:23

Number of teachers at various stages of education

Type of Institution	Men Teachers	Women Teachers	Total
University	22	1	23
Colleges-Gl. Edu.	293	44	337
-do- Professional	54	9	63
-do- Special	82	55	137
High & Higher Secondary	2760	754	3514
Middle Schools	2139	273	2412
Primary Schools	3654	750	4404
Total	9004	1886	10890

Enrolment Higher Education according to faculties :

Faculty	Men Students	Women Students	Total
Arts	2357	1360	3717
Science	4066	381	4447
Commerce	157	—	157
Education	135	104	239
Medicines	131	51	182
Total	6846	1896	8742

Enrolment ratio in percentage, amongs school-going population at different stages

Stage	Enrolment ratio in %		
	Boys	Girls	Total
(1) Primary (Classes I to V) age group 6 to 11.	62.03	18.37	41.10
(2) Middle (Classes VI to VIII) age group 11 to 14.	41.03	12.20	27.65
(3) Secondary (Classes IX to XI) age group 14-17	14.17	4.85	9.87
(4) Higher Education age group 17 to 23	3.50	1.15	2.37

Thus of all children of age group-6 to 11 among boys only 62.03% were at School and among girls only 18.37% were at School with overall percentage in both sexes was 41.10%.

In age-group 11-14 the corresponding figures were 41.03% for boys, 12.20% for girls and 27.65% for both boys and girls put together.

Similar figures for Secondary Education in age-group 14 to 17 were 14.17% for boys and 4.85% for girls. For College Education age-group 17 to 23 the same percentage was 3.50% for men scholars and 1.15% for women.

Cost of Educaton (1960-61)

(1) University-Grant		Rs. 2,00,000
Colleges	Rs. 14,39,914)	
Grant-in-aid	Rs. 2,00,513)	Rs. 16,40,427
(2) Secondary Education :		
Higher Secondary	Rs. 76,287)	
Secondary boys	Rs. 43,91,000)	
-do- Girls	Rs. 12,88,189)	Rs. 65,00,283
Grant-in-aid.	Rs. 7,44,807)	

(4) Primary (Boys)	Rs. 18,62,522)	
-do- (Girls)	Rs. 3,93,873)	Rs. 24,04,088 .
Grant-in-aid	Rs. 1,47,693)	
(5) General expenditure		Rs. 13,68,218
(6) Development Schemes		Rs. 68,17,223
Total cost		Rs. 1,89,30,239

Revenue of the State was Rs. 1706.95 lakhs.

The cost of Education was 11.1% of the Revenue.

Average cost per pupil : Primary Rs. 16.25 p

Secondary Education Rs. 41.66 p. College Education—

Rs. 156.36 p overall Rs. 57.60 p.

Output from Institutions

Type of Examination	No. appeared	Passed			%age
		Boys	Girls	Total	
Matriculation	9495	3551	1032	4583	48.27
Higher Secondary	274	128	9	137	50
P.U.C. (Arts)	1739	331	203	534	30.7
P.U.C. (Science)	2366	785	119	904	38.2
B.A. Pass & (Hons)	950	260	104	364	38.32
B.Sc. -do-	482	234	40	274	56.85
M.A.	136	77	24	101	74.26
M.Sc.	22	22	—	22	100%
B.Ed.		144	103	247	
B.E.C.		437	148	585	

Year 1961-62

No. of Institutions and Enrolment

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Coeducation	1	University	168	94	262
13	3	16	College Edu. Girl	6018	1960	7978
2	Coeducational	2	Training Teachers	197	119	316
7	-do-	7	College of Professional	1417	101	1518
4	6	10	-do- Special Edu.	129	366	495
271	58	329	High & Hr. Sec.	75000	25000	100000
546	143	689	Middle Schools	76000	18000	94000
2702	690	3392	Primary Schools	118000	40000	158000
—	—	—	Pre-primary	15000	10000	25000
3546	900	4446	Total	291929	95640	387569

Comparing the figures of the table with the corresponding figures of last year, we find that the number of Colleges for general Education has increased by four colleges, 3 for boys and one for Girls. The number of professional Colleges has increased by three. Two Agricultural Colleges were established during the year, one at Sopore in the Kashmir Province and the other at Ranbir Singhpora in the Jammu Province. The number of High and Higher Secondary (Multipurpose and multilateral) Schools had increased by 79, the number of Middle Schools by 156 and the Primary Schools by 533. The overall increase of institutions was 775.

The number of scholars rose by 58,899.

The enrolment in the Primary Schools rose by 10,000 in middle Schools by 29000 and in High and Higher Secondary Schools by 9,000.

The number of girls institutions rose by 229 and their enrolment increased by 12464 in one single year.

The number of teaching Departments in the University was eight.

The following table of ratios may be noted :

Type of Ratio	Primary Education.	Middle Education.	High & Higher Secondary	Colleges General	Colleges Professional	Colleges Special	University
Teacher-Pupil	1:34	1:30	1:23	1:18	1:7	1:11	1:8
Institution-Pupil.	1:47	1:137	1:305	1:499	1:196	1:84	1:262
Institution Teacher	1:1.4	1:4.6	1:13	1:28	1:28	1:8	1:31

No : of teachers at various stages of education

Type of Education	Men Teachers	Women Teachers	Total
University	30	1	31
Colleges General Education	351	90	441
Colleges Professional	238	10	248
Colleges Special	63	16	79
High & Higher Secondary	3399	888	4287
Middle Schools	2649	548	3197
Primary -do-	3757	831	4606
Total	10505	2384	12889

Enrolment Higher Education according to faculties :

Type of Faculty	Men Students	Women Students	Total
Arts	2026	1492	3518
Science	4111	541	4652
Commerce	141	—	141
Education	197	119	316
Engineering & Technical	826	—	826
Medicine	313	101	414
Agriculture	137	—	137
	—	—	—
	7751	2253	10004

Cost of Education (1961-62)

(1)	University-Grant		Rs. 3,00,000
(2)	Colleges	Rs. 15,58,100)	Rs. 19,38,100
	Grant-in-aid	Rs. 3,80,000)	
(3)	Secondary-Higher		
	Secondary	Rs. 3,96,500)	
	Secondary Boys	Rs. 61,59,000)	
		)	Rs. 89,29,000
	-do- Girls	Rs. 15,73,500)	
	Grant in-aid	Rs. 8,00,000)	
(4)	Primary Boys	Rs. 35,96,400)	
	-do- Girls	Rs. 9,19,300)	Rs. 46,51,300
	Grant-in-aid	Rs. 1,35,600)	
(5)	General		Rs. 20,12,400
(6)	Special		Rs. 5,10,200
(7)	Development Plans		Rs. 66,73,400
Total (1 to 7)			Rs. 250,41,400

Total Revenue of the State for the year—Rs. 1338.78 lakh
The cost of education is 18.7% of the Revenue.

Average cost per people:

Primary	Secondary	College	Overall
Rs. P	Rs. P	Rs. P	Rs. P
29.40	40.80	188.30	64.50

Enrolment Ratios in percentage—different stages of Education.

Stage of Education	Enrolment ratio in %		
	Boys	Girls	Overall
Primary (Classes I to V) Age-group 6 to 11 yrs	67.03	20.72	44.85
Middle Classes VI—VIII Age-group 11—14	43.33	15.69	30.63
Secondary Schools Class IX—XI Age 14—17	17.07	6.60	12.23
Higher Education Age-group 17—23 yrs.	3.82	1.40	2.66

Output during the year from Institutions.

Type of Examination	Number Appeared	Number passed			Pass % age
		Boys	Girls	Total	
Matriculation	9938	3680	1204	4884	49.14
Higher Secondary (Elective)	905	380	24	404	44.64
P.U.C. Arts	2805	520	479	999	35.6
P.U.C. Science	3470	926	141	1067	30.7
B.A. Pass (Hons)	939	366	177	543	57.83
B.Sc. -do-	477	199	16	215	45.07
M.A.	136	77	24	101	74.26
M.Sc.	22	22	—	22	100%
B. Ed.		170	88	258	
B.E.C.		433	207	640	

Year 1962-63

The number of teaching Departments rose from 8 last year to 12 this year

The number of Institutions & Enrolment :

Institutions			Type of Institution	Enrolmen		
Boys	Girls	Total		Boys	Girls	Total
1	Coeducational	1	University	241	148	389
13	3	16	Colleges Gl. Edu.	5713	2184	7897
2	Coeducational	2	Colleges Tr. Trg.	199	111	310
7	—	7	-do- Professional	1834	89	1923
5	6	11	-do- Special	302	714	1016
303	62	365	High & Hr. Sec.	85000	28000	113000
685	187	872	Middle Schools	78000	22000	100000
2856	730	3586	Primary -do-	121000	42000	163000
—	—	—	Pre-Primary	17000	4000	21000
3872	988	4860	Total	309289	99246	408535

The increase over last year as noticed consists of :

(i) Enrolment :

- (1) Over-all increase — 20966
- (2) that of boys — 17360
- (3) that of girls — 3606

(ii) Institutions :

- (1) Overall — 414
- (2) that of boys — 326
- (3) that of Girls — 88

Enrolment in Higher Education according to Faculties :

Type of Faculty	Men	Women	Total
Arts	2070	1750	3820
Science	3826	562	4388
Commerce	112	—	112
Education	199	111	310
Engg : and Technology	1126	2	1128
Medicine	498	170	668
Agriculture	320	—	320
Total	8151	2595	10746

The following table of ratio may be noted :

Type of ratio	Primary	Middle	Secondary	Colleges General	Colleges Professional	Colleges Spl.	University
Teacher—Pupil	1:34	1:29	1:25	1:16	1:9	1:11	1:8
Institution— -do-	1:46	1:115	1:310	1:494	1:268	1:92	1:389
-do- Teacher	1:1.4	1:4	1:12.6	1:31	1:27	1:8	1:24

During the year the number of University teaching Deptts increased from 8 to 14.

Number of Teachers at various stages of Education

Type of Education	Men Teachers	Women Teachers	Total
University	41	5	46
Colleges-General Edu.	415	81	496
-do- Professional	224	16	240
-do- Special	61	30	91
High and Higher Secondary	3697	916	4613
Middle Schools	2786	681	3467
Primary Schools	3948	926	4874
Total	11172	2655	13827

Cost of Education (1962-63) :

(1) Grant to University		Rs. 2,00,000
(2) Colleges	Rs. 19,48,000)	Rs. 24,18,000
—do—Grant-in-aid	4,70,000)	
(3) Secondary Education—		
Multipurpose Schools	Rs. 16,53,600)	
Secondary Schools		Rs. 1,01,07,600
—do— boys	Rs. 61,51,000)	
—do— Girls	Rs. 16,78,000)	
Grant-in-aid	Rs. 6,25,000)	
(4) Primary Euucation		
Boys	—Rs. 29,41,000)	
Girls	—Rs. 8,29,900)	Rs. 39,55,900
Grant-in-aid	—Rs. 1,85,000)	
(5) General		Rs. 20,70,000
(6) Special		Rs. 5,63,800
(7) Development Schemes		Rs. 85,07,800
	Total cost	Rs. 2,78,18,100

Revenue Receipts for the year—Rs 23,07,33,000

The cost of Education is 12% of the revenue for the year.

Average cost per pupil :

Primary	Secondary	College	Overall
Rs. 24.27 p	Rs. 47.45 p	Rs. 216.04 p	Rs. 68.38 p

Enrolment ratios in percentage—different age groups :

Stage of Education	Enrolment		Ratio in %
	Boys	Girls	Overall
Primary (classes I—V) Age group—6 to 11	68.57	22.48	46.47
Middle (classes VI-VIII) Age group 11 to 14	45.53	16.19	32.02
Secondary Schools Age-group 14 to 17	17.46	6.42	12.34
Higher Education Age-group 17 to 23	3.83	1.45	2.69

Out from Institutions during the year

Type of Examination	Number appears	Number passed			Passed percentage
		Boys	Girls	Total	
Matriculation	10914	3640	1085	4725	43.29
Higher Sec.	1353	447	24	471	34.81
P.U.C. Arts	2975	743	497	1240	41.7
P.U.C. Science	3478	946	216	1162	33.4
B.A. Pass & (Hons)	921	341	167	508	55.16
B.Sc. —do—	473	194	35	229	48.41
M.A.	147	82	38	120	81.36
M.Sc.	109	30	13	43	39.45
B.Ed.		224	125	349	
B.E.C.		380	202	582	

Year 1963-64

Number of Institutions and Enrolment :

No. of Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-education	1	University	309	188	497
13	3	16	Colleges Gl. Edu	5202	2463	7665
2	Co-education	2	Teachers Colleges	250	162	412
7	—do—	7	Professional -do-	2368	135	2503
5	6	11	Special -do-	308	886	1194
303	62	365	High & Higher Secondary	89000	31000	1,20,000
793	191	984	Middle	92,000	23000	1,15,000
2953	827	3780	Primary	1,22,000	45000	1,67,000
—	—	—	Pre-primary	11,000	4000	15,000
4077	1089	5166	Total	322437	106834	429271

The increase registered over the figures of last year stands as :

Institutions :

(i)	Over all	306
(ii)	that for boys	205
(iii)	girls	101

Enrolment :

(i)	Overall	20736
(ii)	For boys	13148
(iii)	For girls	7588

Enrolment in Higher Education according to Faculties :

Type of Faculty	Men students	Women	Total Enrolment
Arts	1598	2017	3615
Science	3707	594	4301
Commerce	206	—	206
Education	250	162	412
Engg. & Technology	1550	5	1555
Medicine	498	170	668
Agriculture	320	—	320
Total	8129	2948	11077

The following table of ratios may be noted :

Type of ratio	Primary	Middle	Secondary	Colleges Gl. Edu	Colleges Profes- sional	Colleges special	Uni- versity
Teacher-Pupil	1:35	1:27	1:24	1:15	1:10	1:12	1:9
Institution- pupil	1:44	1:177	1:330	1:479	1:324	1:109	1:497
Institution- teacher	1:1.3	1:4.3	1:13.8	1:32	1:33	1:9	1:54

No. of teachers engaged at various stages of Education :

Type of Education	Men teachers	Women teachers	Total
University	51	3	54
Colleges General			
Education	409	105	514
Colleges Professional	75	24	99
—do— Special	273	27	300
High & Higher Secondary			
School	3884	1146	5030
Middle	3520	684	4204
Primary	3785	1017	4802
Total	11997	3006	15003

Comparing the table with the corresponding table for last year, we notice :

The number of teachers has increased by 1176. Men teachers have increased by 825 and women teachers by 351.

Cost of Education (1963-64)

(1)	Grant of University		Rs.	2,00,013
(2)	Colleges	Rs. 19,71,887)	Rs.	25,29,888
	Grant-in-aid	Rs. 5,58,001)		
(3)	Secondary Education			
	Higher Secondary	Rs. 20,66,611)		
		)	Rs.	1,18,85,639
	Secondary Boys	Rs. 70,73,529)		
)		
	—do— Girls	Rs. 18,08,782)		
	Grant-in-aid	Rs. 9,36,717)		
(4)	Primary Education			
	Boys	Rs. 25,96,566)		
	Girls	Rs. 8,45,166)	Rs.	36,59,627
	Grant-in-aid	Rs. 2,17,895)		
(5)	Technical Education		Rs.	5,13,056
(6)	General		Rs.	21,38,512
(7)	Development Plans		Rs.	98,81,643
		Total	Rs.	3,08,08,378

Revenue of the state for the year Rs. 1937.41 lakhs. The cost of education is 15.4% of the revenue of the State.

Average cost per pupil

Primary Edu.	Secondary Edu.	College Edu.	Overall
Rs. 21.90 P	Rs. 50.58 P	Rs. 214.85 P	Rs. 71.14

Enrolment ratios in percentage at different stages of Education

Stage of Education	Enrolment ratio in percentage		
	Boys	Girls	Overall
Primary (classes I to V)			
Age group 6 to 11	71.08	24.91	48.91
Middle (classes VI to VIII)			
Age group 11-14	46.03	21.03	34.62
Secondary (classes IX-XI)			
Age group 14 to 17	19.38	5.36	12.86
Higher Education			
Age Group 17 to 23	3.80	1.61	2.75

Output from Institution during the year :

Type of Education	Number Appeared	Number Passed			Pass Percentage
		Boys	Girls	Total	
Matriculation	11995	4445	1389	5834	48.64
Hr. Secondary	2450	804	68	872	35.59
P. U. C. Arts	4183	1275	670	1945	46.5
P. U. C. Science	3016	1081	207	1288	42.7
B. A. Pass & Hons.	1049	390	193	583	55.58
B. S. C. —do—	470	205	34	239	50.85
M. A.	260	141	67	208	80.00
M. Sc.	76	55	16	71	93.00
B. Ed.	—	255	125	380	—
B. E. C.	—	452	209	661	—

Year 1964-65

The number of teaching departments in the Jammu and Kashmir University was 15 against 14 last year. In Addition to one Medical College, One Tibia College and one Ayurvedic College also functioned.

Institutions			Type of Instituitios	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-educational	1	University	336	206	542
13	3	16	Colleges Gl. Edu.	6,389	2,948	9,337
2	Co-education	2	-do- Tr. -do-	291	143	434
9	-do-	9	-do- Pro- fessional Edu.	2,540	175	2,715
6	5	11	Colleges spec- ial Edu.	546	158	704
326	74	400	High & Hr. sec.	94,000	32,000	1,26,000
841	208	1049	Middle	97,000	26,000	1,23,000
3118	1071	4189	Primary	1,24,000	45,000	1,69,000
			Pre-Primary	2,000	5,000	7,000
4316	1361	5677	Total	3,27,102	1,11,630	4,38,732

Increase of Institutions and enrolment over last year :

Institutions :

- i) Total Number of institutions rose by 511
- ii) Increase in Boys Institutions is 239
- iii) Increase in Girls —do— 272

Total enrolment rose by 9461 Scholars.

Enrolment in Higher Education according to Faculties.

Type of Faculty	Man students	Women students	Total
Arts	1936	2318	4254
Science	4509	821	5330
Commerce	250	—	250
Education	291	143	434
Engg. & Technology	1564	7	1571
Medicine	750	183	933
Agriculture	236	—	236
Total	9536	3472	13008

A table of ratio for study

Type of ratio	Pry. Edu.	Middle standard	Secon- dary	Colleges General	College Pro- fess- ional	College Special	Univer- sity
Teacher- Pupil	1:33	1:26	1:21	1:16	1:8	1:8	1:9
Institu- tion Pupil	1:40	1:117	1:315	1:584	1:286	1:64	1:542
Institu- tion- Teacher	1:1.2	1:4.4	1:14.5	1:36	1:36	1:8	1:60

The number of teachers at different stages of Education.

Type of Institution	Teachers-Men	Teacher-Women	Total
University	57	3	60
Colleges, General Edu.	474	95	569
Colleges Professional	365	31	396
Colleges Special	70	17	87
High & Higher Secondary	4496	1320	5816
Middle	3712	885	4597
Primary	3900	1163	5063
Total	13074	3514	16588

The increase in total number of teachers over last year is 1585. Of this, increase in men teachers was 1077 and 508 in women teachers.

Cost of Education (1964-65)

- (1) Grant to J & K University.....Rs. 3,45,000
- (2) Colleges.....Rs. 20,39,500)
 „ Grant in aid 6,34,000)Rs. 26,73,500
- (3) Secondary Education
 Multipurpose Schools
 Boys Rs. 18,65,300)
 Multipurpose School
 Girls Rs. 2,19,000)
 Secondary Schools) Ri. 1,18,62,900
 Boys Rs. 70,85,700)
 „ „ Girls Rs. 19,52,900)
 Grant-in-Aid Rs. 7,40,000)
- (4) Technical Education..... Rs. 6,05,800
- (5) General..... Rs. 20,30,400

contd.

(6) Primary Education :—

Boys.....Rs. 31,23,400)	
Girls.....Rs. 10,23,900)	Rs. 43,59,500
Grant-in-aid Rs. 2,12,200)	

(7) Development Plans.....Rs. 1,53,29,000

Total Cost.....Rs. 3,72,06,100

Revenue of the State was Rs. 2796.89 Lakhs.

The cost of Education was 13.3% of the State Revenue.

Average Cost per pupil at various stages :

Primary Edu	Secondary Edu.	College Edu.	Overall
Rs. 25.79 P	Rs. 47.67 P	Rs. 248.18 P	Rs. 89.36 P

Enrolment ratio in percentage at different stages of Education

Stage of Education	Enrolment Ratio in percentage		
	Boys	Girls	Total
Primary (Classes I to V) age group 6 to 11	72.88	25.37	50.09
Middle (Classes VI to VIII) age Group 11-14	46.15	20.72	34.44
High & Higher Secondary (Classes IX to XI) age group 14-17	21.80	6.09	14.52
Higher Education age group 17-23	4.37	1.82	3.15

Output from Schools and Colleges during the Year

Type of Edu.	No : appeared	Number Passed			Pass Percentage
		Boys	Girls	Total	
Matriculation	15437	5675	1952	7627	49.41
Hr. Secondary (Elective)	3344	1297	101	1398	41.81
PUC. Arts	3671	1033	688	1721	46.9
PUC. (Science)	2643	921	172	1093	41.4
B.A. Pass (Hons :)	1147	421	265	686	57.81
B. Sc. (-Do-)	666	234	71	305	45.80
M.A.	337	166	88	254	75.37
M.Sc.	88	60	19	79	90.00
B.Ed.		239	133	372	
B.E.C.		510	220	730	

Year 1965-66

No. of institutions and enrolment

No: of Institutions			Type of Institutions	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-edu.	1	University	432	276	708
13	4	17	Colleges (General edu)	7335	3522	10857
2	Co-edu.	2	Colleges Teacher Edu	360	171	531
10	—do—	10	Colleges professional	2645	203	2848
7	3	10	College Special Edu	617	211	828
337	87	424	High & Hr. Sec.	1,00,000	39000	139000
892	241	1133	Middle Schools	96,000	27000	123000
3272	1232	4504	Primary Schools	1,25,000	46000	171000
			Pre-primary Schools	2,000	5000	7000
4534	1567	6101	Total	4,34,389	121383	455772

Increase over last year

Institutions :

(1) Total No. of Institutions rose by	424
(2) Boys Institutions rose by	218
(3) Girls Institutions rose by	206

Enrolment :—

(i) Total Enrolment rose by	17040
(ii) Enrolment of Boys rose by	7287 and
(iii) those of girls by	9753

The number of teaching departments in the University was 21 against 15 of last year.

Among professional Colleges two were in Agriculture, one in Commerce, two in education with a B. Ed. Class also attached to a private college, 3 in Engineering and Technology including two Polytechnics, three in Medicine including one Tibia College and one Ayurvedic College.

The following table of ratios may be studied :—

Type of ratio	Edu. Pry.	Middle Standard	Secondary	Coll- ege Girl	Coll- ege Prof	Coll- ege Special	Univer- sity
Teacher-Pupil	1:32	1:26	1:23	1:17	1:8	1:10	1:9
Institution- Pupil	1:38	1:109	1:327	1:639	1:307	1:83	1:708
Institution- Teacher	1:1.2	1:4.2	1:14.4	1:37	1:38	1:9	1:78

Enrolment Higher Education Faculty-wise:

Faculty	Enrolment Men	Enrolment Women	Total
Arts	2262	2874	5136
Science	5165	899	6064
Commerce	263	—	263
Education	360	171	531
Engg. & Technology	1,779	7	1786
Medicine	707	222	929
Agriculture	236	—	236
Total	10,772	4,173	14,945

Teachers at different stages of Education :—

Type of Institution	Teachers Men	Teachers Women	Total
University	73	5	78
College Gl: Edu	520	109	629
Colleges Professional Edn	387	33	420
Colleges Special Edn	73	14	87
High and Hr. Secondary	4600	1497	6097
Middle Schools	3934	851	4785
Primary	4003	1474	5477
Total	13590	3983	17573

Cost of Education :

1.	Grant to J & K University.....		Rs.	7,00,000	
2.	Colleges	Rs.	24,67,900)		
	Grant-in-Aid...	Rs.	8,64,000)	... Rs.	23,31,000
3.	Secondary :				
	Higher Secondary				
	Boys ...	Rs.	21,07,000)		
	Girls ...	Rs.	2,32,900)		
	Secondary Boys	Rs.	73,85,700)	...Rs.	1,25,43,600
	Secondary Girls	Rs.	20,28,000)		
	Grant-in-Aid	Rs.	7,90,000)		
4.	Primary Boys	Rs.	32,53,600)		
	Girls	Rs.	10,71,600)	...Rs.	45,51,200
	Grant-in-aid	Rs.	2,26,000)		
5.	Technical Education.....		Rs.	6,21,200	
6.	General		Rs.	23,36,800	
7.	Development Plans		Rs.	2,00,16,000	
				<hr/>	
			Total.....	Rs.	4,30,99,800

Revenue of the State during the year Rs. 3016.61 Lakhs.

Thus cost of education was 14.2 % of the Revenue.

Average Cost per pupil at different levels of Education

Primary ... Rs. 26.61 P; Secondary ... Rs. 47.87 P;

Colleges... Rs. 154.74 P;

Overall average.....Rs. 94.34 P.

Enrolment ratio in Percentage at different age-groups

Age Group	Enrolment Ratio		
	Boys	Girls	Total
Primary Class I to V age-group 6 to 11	73.51	26.88	51.12
Middle Classes VI to VIII age-group 11 to 14	47.37	21.05	35.22
High & Hr. Secondary Classes IX to XI age-group 14 to 17	24.26	6.78	16.14
Higher Education age-group 17 to 23	4.85	2.08	3.52

Output from Colleges and Schools during the year:

Type of Examination	No. appeared	No. Passed			Pass %
		Boys	Girls	Total	
Matriculation	13411	4803	1633	6436	47.99
Higher Secondary (Elective)	4313	2095	185	2280	52.86
PUC (Arts)	3319	816	664	1480	44.6
PUC (Science)	2410	766	162	928	48.9
B.A. Pass & (Hons:)	1542	616	369	985	63.88
B.Sc. -do-	814	413	87	500	61.43
M.A.	394	221	76	297	75.38
M.Sc	100	70	18	88	88 %
B.Ed.	—	272	164	436	—
B.E.C.	—	619	290	909	—

Year 1966-67

(1) The number of teaching department in the J & K University rose to 25 against 21 last year.

(2) Among professional Colleges, one in Fine Arts was opened during the year.

Kothari Education Commission Report

An important event in the education of the country was the publication of the report of the Commission "on the National Pattern of Education and on the general principles and policies for the development of Education at all stages." This Education Commission was appointed by the Government of India in its resolution on the 14th July 1964. The Chairman of the Commission was Professor Dr. D. S. Kothari, Chairman University Grants Commission. Among the members who served on the Commission were some educational experts from Great Britain, U.S.S.R., U.S.A., France, Japan and U.N.E.S.C.O.

The report of Kothari Education Commission was submitted to the Government of India on the 29th June 1966.

As the recommendations of the Commission had a far-reaching impact on the future pattern of Indian Education System of our State, it may be worth-while, briefly to mention some of these.

Some of the main recommendations of the Commission regarding the structure and standards of the Educational system were :

Structure and duration

(1) The standards in any given system of education at a given time depend upon four essential elements : (a) the structure or the division of the educational pyramid into different levels or stages and their inter-relationships; (b) the duration or total period covered by the different stages; (c) the quality of teachers, curricula, methods of teaching and evaluation, equipment and buildings, and (d) the utilization of available facilities.

(2) The immediate efforts on which attention should be concentrated at the School Stages are : increasing the intensity of utilization and improving the quality of inputs other than time. With these it is possible, to add about a year of content to the School course. In the duration of the higher secondary stage to two years under a phased programme which will begin in the 5th plan and be completed by 1985.

(3) The new educational system should consist of (a) one to three years of Pre-School education; (b) a ten-year period of general education which may be sub-divided into a primary stage of 7 to 8 years (a lower primary stage 4 or 5 years and a higher Primary Stage of 3 or 2 years) and a lower secondary stage of 3 or 2 years of general education or one to 3 years of Vocational education (the enrolment in vocational courses being raised to 20% of the total);

(c) A Higher Secondary stage of two years of general education or 1 to 3 years Vocational Education (the enrolment in Vocational Educational being raised to 50% of the total).

(d) A Higher Education stage having a course of three years or more for the first degree and followed by the course of varying duration for the second or research degrees.

(4) The age of admission to class I should ordinarily be not less than plus 6 years.

(5) The first Public external examination should come at the end of the first ten years of schooling.

(6) The system of streaming in schools of general education from class IX should be abandoned and no attempt at specialisation made until beyond class X.

(7) Secondary School should be of two types—High Schools providing a ten year course and Higher Secondary Schools providing a course of 11 or 12 years.

(8) Attempts to upgrade every Secondary School to the Higher Secondary stage should be abandoned. Only the bigger and more efficient schools, about one fourth of the total number, should be upgraded.

(9) A new higher Secondary course, beginning in class IX should be instituted. Classes IX and XII (and during the transitional period class XI only) should provide specialised studies in different subjects. Where, however, existing Higher Secondary Schools with integrated course in Classes IX, X and XI are running satisfactorily, the arrangement may continue until class XII is added.

Transfer of Pre-University Course

(1) The Pre-University Course should be transferred from the Universities and affiliated Colleges to Secondary Schools by 1975-76 and the duration of the course should be lengthened to two years by 1985-86.

(2) The U.G.C. should be responsible for effecting the transfer of all Pre-University or Intermediate work from University and affiliated Colleges to Schools.

(3) Simultaneously high and Higher Secondary class or classes should be started in selected Schools by State Education Department as self-contained units and assisted with adequate recurring grants.

(4) Boards of Secondary education should be reconciled to accept the responsibility for the higher secondary stage also.

REORGANISATION OF THE UNIVERSITY STAGE

(1) The duration of the first degree should not be less than three years. The duration of the second degree may be 2 to 3 years.

(2) Some Universities should start graduate schools with three year master's Degree Course in certain subjects.

(3) The three year special courses for the first degree which begin at the end of the first year of the present three year degree courses should be started in selected institutions.

(4) Incentives in the form of scholarships etc should be provided for those who take the longer course.

UTILISATION OF FACILITIES

(1) Emphasis should be laid, in plans of educational reconstruction on Programmes of intensive utilisation of existing facilities.

(2) The number of instructional days in the year should be increased to about 39 weeks for Schools and 36 weeks for College and pre-primary Schools.

(3) Vacations should be utilised fully through participation in studies, Social Service, Camps, Production experience, literary drives etc.

(4) Loss of instructional days due to examination and other reasons should not exceed 21 days in the case of schools and 27 days in the case of Colleges.

(5) The duration of the working day should be increased at the school stage. At the University stage adequate facilities should be provided for self-study.

(6) Steps should be taken to ensure full utilisation of institutional facilities such as libraries, laboratories, workshops, crafts sheds, etc, all the year round.

Part time education

Part-time and own-time education should be developed on a larger scale at every stage and in every sector of education and should be given the same status as full-time education.

Dynamic and Evolving Standards

(1) Within a period of 10 years the standard reached at the end of class X should be that now attained at the end of higher

secondary course. Similar efforts should be made to raise the standard of the University degree by adding one year of content.

(2) Adequate and efficient machinery should be created at the State and National levels, which will define, revise and evaluate national standard at the end of the Primary and the lower and higher secondary level.

(3) In order to raise standards, it is necessary to secure better coordination between different stages of education and to break the isolation in which educational institutions function.

From this point of view :

(a) University and Colleges should assist secondary schools in improving their efficiency through variety of measures, and

(b) School complexes should be formed each complex consisting of a Secondary School and all the lower and higher Primary Schools within its neighbourhood. All the Schools in such a complex should form a cooperative group working for improvement.

In addition higher progressive grades of pay were recommended for all categories of teachers from the Primary to University stages.

The Kothari Commission report on National Education is certainly a monumental document as it bears on all aspects of national education in India, from the infant to the University stages in a thoughtful and elaborate manner. Most of the recommendations made by the Commission have by and large been accepted by the Government and the Universities. The Research content suggested by the Commission has, however, got bogged up. Not much progress has been made in this direction. The teachers have been made financially and, therefore, economically contented and have started doing good work in various spheres of Education. In School Education, "the School Complex" idea, put forth by the

Commission has proved very useful in School Education and fruitful work in this connection has also been made by the State Department of Education.

No : of Institutions and Enrolment (1966-67)

Institutions		Type of		Enrolment		
Boys	Girls	Total	Institution	Boys	Girls	Total
1	Co-education	1	University	600	312	912
13	4	17	Colleges General	8532	3789	12321
2	Co-education	2	—do— Teacher Education	486	209	695
10	—do—	10	Colleges Professional	2625	225	2850
6	2	8	—do— Special	461	111	572
378	101	479	High & Higher Secondary.	1,09,000	42000	151000
999	290	1289	Middle	1,02,000	31000	133000
3484	1367	4851	Primary	1,28,000	51000	179000
			Pre-Primary	3,000	5000	8000
4893	1764	6657	Total	3,54,704	133646	488,350

Increase over last year :

Institutions :

- 1) Total No. of Institutions rose by 556
- 2) —do— Boys —do— by 359
- 3) —do— Girls —do— increased by 197

Enrolment

- 1) Total enrolment increased by 32578
- 2) Boys enrolment rose by 20315
- 3) Girls enrolment increased by 12263

Number of teachers at different stage of Education

Stage of Education	Men Teachers	Women-Teachers	Total	Increase or decrease
University	88	5	93	+ 15
College Gl. Edu.	533	127	660	+ 31
—do— Professional Edu.	403	38	441	+ 21
—do— Special —do—	59	11	70	—17
High & Higher Secondary	5281	1857	7138	+ 104
Middle	4457	1099	5556	+ 721
Primary	4473	1625	6098	+ 621
Total	15294	4762	20056	+ 2483

A table of ratio to be studied :

Type of ratio	Primary	Middle	Secondary	College General	Profe-ssional College	Coll- ege Spl.	Uni- ver- sity
Teacher-pupil	1 : 29	1 : 24	1 : 21	1 : 19	1 : 8	1 : 8	1 : 10
School-pupil	1 : 39	1 : 103	1 : 315	1 : 725	1 : 295	1 : 72	1 : 912
School-Teacher	1 : 1.3	1 : 4.3	1 : 14.9	1 : 39	1 : 37	1 : 9	1 : 93

Enrolment Higher Education according to faculties :

Faculty	Enrolment Men.	Enrolment Women	Total
Arts	2708	3089	5797
Science	5994	972	6966
Commerce	322	—	322
Education	486	209	695
Engg. and Technology	1763	11	1774
Medicine	762	242	1004
Agriculture	195	—	195
Fine Arts	13	12	25
Total	12,243	4,535	16,778

Cost of Education (1966-67)

(1)	Grant to University		Rs.	9,99,227
(2)	Colleges	Rs.	47,55,543)	
			)	Rs. 50,74,742
	Grant-in-aid	Rs.	3,19,199)	
(3)	Secondary Education :—			
	Higher Secondary Boys		28,16,674)	
	—do— Girls		3,39,193)	
	Secondary Boys		1,48,99,968)	
			)	Rs. 2,35,06,515
	—do— Girls		41,68,646)	
	Grant-in-aid Boys		7,18,378)	
	—do— Girls		5,63,656)	
(4)	Primary Edu. Boys	Rs.	67,22,934)	
	—do— Girls	Rs.	28,04,315)	
			)	Rs. 97,53,031
	Grant-in-aid Boys	Rs.	1,97,163)	
	—do— Girls	Rs.	28,619)	
(5)	Technical		Rs.	18,13,856
(6)	General		Rs.	43,99,170
(7)	Development Schemes		Rs.	72,88,454
Total cost of Education				<u>Rs. 5,28,34,985</u>

State Revenue for the year Rs. 49,17,15000.

The cost of education was 10.8% of the Revenue for the year.

Average cost per pupil.

Primary Edu.	Secondary Edu.	Education Colleges	Overall
Rs. 54.49 P	Rs. 127.75 P	Rs. 308.72 P	Rs. 108.19 P

Enrolment Ratios in percentages different stages of Edu.

Stage of Education	Enrolment ratio in percentage		
	Boys	Girls	Total
Primary (Classes I to V)			
Age group 6 to 11 yrs	75.16	29.62	53.27
Middle (Classes VI to VIII)			
Age group 11-14 years	50.36	22.73	37.01
Secondary classes (IX-XI)			
Age group 14-17 years	24.29	6.61	16.09
High Education			
Age group 17-23 years.	5.30	2.20	3.81

Output from various Institutions during the year

Examination	No. appeared.	No. passed			Pass percentage
		Boys	Girls	Total	
Matriculation	20611	6765	2146	8911	43 : 23
Higher Secondary Elective	6993	3009	311	3320	47 : 48
P. U. C. Science	4242	1618	391	2009	47.2
„ Arts	4914	1527	1216	2743	55.8
B. A. Pass & Hons	1777	773	436	1209	68.04
B. Sc. —do—	1042	469	97	566	54.32
M. A.	422	165	126	291	68.96
M. Sc.	115	73	14	87	76.00
B. Ed.	—	304	100	404	—
B. E. S.	—	769	409	1178	—

Year 1967-68

(1) The number of university teaching departments during the year was 28 against 25 last year.

(2) One more college in Fine Arts was added during the year raising the number of Professional colleges to 11.

Number of Institutions and Enrolment

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-education	1	University	714	403	1117
2	-do-	2	Teacher colleges	643	240	883
11	-do-	11	Professional -do-	9012	3932	12,944
13	4	17	Arts & Sc. Colleges	9,655	4,172	13,827
6	2	8	Special Edu. -do-	473	36	509
383	103	486	High & Higher Secondary	1,18,000	49,000	1,67,000
1027	293	1	320 Middle	1,04,000	31,000	1,35,000
3509	1408	4917	Primary	1,37,000	57,000	1,94,000
—	—	—	Pre-Primary	2,000	6,000	8,000
4,952	1810	6762	Total	3,81,497	1,51,783	5,33,280

Increase over last year :

Institution :—

- (1) Total Institutions rose by 105.
- (2) Institutions of boys mounted by 59.
- (3) Institutions of girls increased by 46.

Enrolment :

- (1) Total enrolment rose by 44930.
- (2) Boys -do- 26793
- (3) Girls -do- 18137

A table of ratios for study

Type of ratio.	Primary Edu.	Middle Edu.	Secondary Edu.	Colleges General	Professional Colleges	Sp. Edu Colleges	University
Teacher-Pupil	1:31	1:23	1:22	1:20	1:7	1:7	1:10
School-Pupil.	1:39	1:103	1:343	1:813	1:257	1:64	1:111
Institution-Pupil	1:1.3	1:4.6	1:14.9	1:40	1:351	:9	1:109

Number of teachers at different stages of Education

Stage of Education	Teachers Men	Teachers Women	Total	Increase & decrease.
University	103	6	109	+ 16
Colleges General	551	132	683	+ 23
-do- Professional	413	39	452	+ 11
-do- Special	66	8	74	+ 4
High & Higher Secondary.	5664	1957	7621	+483
Middle	4646	1166	5812	+256
Primary	4537	1713	6250	+152
Total	15980	5021	21001	+945

Enrolment Higher Education according to Faculties :

Faculty	Roll men	Roll women	Total	Increase or decrease
Arts	3115	3418	6533	+ 736
Science	6695	1125	7820	+ 854
Commerce	331	—	331	+ 9
Education	643	240	883	+ 188
Engg. & Technology	1540	9	1549	—225
Medicine	665	170	835	—169
Agriculture	104	—	104	— 91
Fine Arts	107	118	225	+200
Total	13200	5080	18280	—1502

Cost of Education (1967-68)

(1)	Grant to J & K University		Rs. 15,00,000
(2)	Colleges	Rs. 53,75,700)	
	Grant-in-aid	Rs. 3,00,000)	Rs. 56,75,700
(3)	Secondary education		
	Boys High & Higher Secondary	Rs. 32,44,000)	
	Girls High & Higher Secondary	Rs. 4,43,700)	
	Secondary School Boys	Rs. 1,64,27,100)	
	Secondary School Girls	Rs. 49,76,200)	
	Grant-in-aid Boys	Rs. 5,00,000)	
	-do- Girls	Rs. 4,00,000)	Rs. 2,59,91,000
(4)	Technical Education		Rs. 20.03,300
(5)	General		Rs, 60,30,200
(6)	Development schemes.		Rs. 1,27,27,200

(7) D. A. and revision of pay Rs. 27,50,000

(8) Primary Education.

Boys Rs. 78,95,000)

Girls Rs. 32,42,000)

Rs. 11,366,000

Grant-in-aid

Boys Rs. 1,94,000)

Girls Rs. 35,000)

Total cost of Education (Items 1 –8) Rs. 6,80,43,400

Total Revenue of the State for the year Rs. 45,75.30 lakhs.

The Cost of Education is thus 14.8% of the years Revenue.

Average cost per pupil

Primary	Secondary	College	Overall
Rs. 58-59 P	Rs. 86-10 P	Rs. 201-49 P	Rs. 127-49 P

Enrolment ratios in percentage at different age groups.

Education and age group	Enrolment ratio in percentage		
	Boys	Girls	Overall
Primary (classes 1 to v) Age group 6 to 11	77.36	32.31	55.72
Middle (classes vi-viii) Age group 11-14	52.14	22.50	38.46
High & Higher Secondary (classes ix-xi) Age group 14 to 17	26.39	7.26	17.54
Higher Education Age Group 17 to 23	5.56	2.35	4.01

Output from Institutions during the year :

Type of Examination	Number Appeared	Number passed			Pass % age
		Boys	Girls	Total	
Matriculation	19036	5123	3314	8437	44.37
High & Higher Secondary	2885	1037	108	1145	39.60
P.U.C. Arts	3309	659	406	1065	32.9
P.U.C. Science	1751	561	121	682	38.9
B.A. Pass (Hons)	2218	687	428	1115	50.27
B.Sc. -do-	1458	479	51	530	36.25
M.A.	523	251	171	422	80.69
M.Sc.	150	88	33	121	81.00
M. Ed.	—	9	7	16	—
B. Ed.	—	621	278	899	—
B.E.C.	—	769	409	1178	—

Year 1968-69

Number of Institutions & Enrolment :

Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
1	Co-education	1	University	766	502	1268
13	4	17	Colleges General	11753	4965	16718
2	Co-education	2	Colleges Teacher	605	144	749
11	—do—	11	-do- Professional	2045	258	2303
6	2	8	-do- Special	518	39	557
423	108	531	High & Hr. Sec.	123000	50000	173,000
1017	292	1309	Middle Schools	106000	35000	141000
3524	1431	4955	Primary -do-	144000	66000	210000
—	—	—	Pre-Primary	2000	6000	8000
4997	1837	6834	Total	390687	162908	553595

Increase over last year :

Institutions :—

- 1) Institutions increased by 72
- 2) Boys —do— 45
- 3) Girls —do— 27

Enrolment.

- 1) Total Roll increased by 20315
- 2) Boys enrolment rose by 9190
- 3) Girls enrolment rose by 11125

We also notice that Primary Schools increased by 38, Middle Schools decreased by 11 and High and Higher Secondary Schools rose by —45. Also the increase in the growth of girls was greater than that of the boys by 1935.

A table of ratios for Study

Type of Ratios	Primary	Middle	Secondary	Colleges Genl.	Colleges Prof.	Colleges Special	Uni- versity
Teacher-pupil	1:33	1:24	1:22	1:23	1:7	1:8	1:11
Institution- Pupil	1:44	1:108	1:327	1:983	1:235	1:70	1:1268
Institution- Teacher	1:1.3	1:4.6	1:14.9	1:43	1:33	1:9	1:117

Number of teachers at different stages of Education.

Stage of Edu.	Teachers- Men	Teachers- Women	Total	Increase or Decrease
University	110	7	117	+ 8
Colleges General Education	584	142	726	+ 43
—do— Professional	389	34	423	— 29
—do— Special	67	7	74	Nil
High & Higher Secondary				
Schools	5925	1995	7920	+ 299
Middle	4765	1199	5964	+ 152
Primary	4586	1744	6330	+ 80
Total	16426	5128	21554	+ 583

Enrolment Higher Education according to Faculties

Faculty	Roll-men students	Roll-women students	Total	Decrease or Increase
Arts	4356	4117	8473	+1940
Science	7595	1310	8905	+1085
Commerce	490	—	490	+ 159
Education	605	144	749	— 134
Engg. & Tech.	1275	5	1280	— 269
Medicine	677	171	848	+ 13
Agriculture	80	—	80	— 24
Fine Arts	107	124	231	+ 6
Total	15185	5871	21056	+2796

Output from institutions during the year :

Type of Examination	Number appeared	Number passed			Pass percentage
		Boys	Girls	Total	
Matriculation	22704	6359	2248	8607	37.70
Higher Secondary	5280	2017	396	2413	45.80
P.U.C. Art	5246	1469	1120	2589	49.3
P.U.C. Science	3289	1423	313	1736	52.8
B.A. Pass (Hons)	2198	870	408	1278	58.14
B.Sc. —do—	1769	751	120	871	49.24
Master of Arts	686	308	189	497	72.45
Master of Science	234	143	33	176	75%
Master of Education	—	6	5	11	—
B.Ed.	—	315	108	423	—
B.E.C.	—	1031	393	1424	—

Cost of Education (1968-69)

1.	Grant to University		Rs.	15,00,000
2.	Colleges :	Rs. 56,19,000)	Rs.	64,19,000
	Grant-in-aid	Rs. 8,00,000)		
3.	Secondary Education			
	High & Higher Secondary (Boys)	Rs. 33,75,300)		
	—do—	(Girls) Rs. 4,49,500)		
	Secondary (Boys)	Rs. 1,74,40,900)	2,82,75,700	
	—do—	(Girls) Rs. 61,10,000)		
	Grant-in-aid (Boys)	Rs. 5,00,000)		
	—do—	(Girls) Rs. 4,00,000)		
4.	Primary (Boys)	Rs. 82,14,600)		
	—do— (Girls)	Rs. 24,09,900)		
	Grant-in-aid (Boys)	Rs. 1,81,000)	Rs. 1,08,46,600	
	—do— (Girls)	Rs. 35,000)		
5.	Technical		Rs.	24,66,300
6.	General		Rs.	63,93,900
7.	Development Schemes		Rs.	1,57,18,000
8.	D.A. and Revision of pay		Rs.	84,60,000
	Total cost		Rs.	8,00,59,500

Total Revenue of the State was Rs. 5560.09 lakhs

Cost of Education is thus 14.4% of the years Revenue

(Average cost per pupil :)

Primary	Secondary	College	Overall
Rs. 51.65 p	Rs. 90.05 P	Rs. 312.71 P	Rs 144.62 P

Enrolment ratios in percentage at different stages of Education

Age-group and stage Education	Enrolment ratios in Percentage		
	Boys	Girls	Total
Primary (Class 1 to V) Age group 6-11 years	78.29	34.77	57.39
Middle (classes VI-VII) Age group 11-14 years	52.45	24.39	39.47
High & Higher Secondary Class IX-XI Age group 14-17 years	27.89	7.87	18.61
Higher Education Age-group 17-23 years	6.25	2.66	4.52

Year 1969-70

The most important event of the year was the bifurcation of the University of Jammu and Kashmir into two Universities one for the Kashmir Province and the other for the Jammu Province.

The number of teaching departments in the Universities rose from 28 last year to 29 this year.

Institutions			Type of Institution	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
2	Co-education	2	University	871	456	1327
13	5	18	Colleges Gl. Edu	13,759	5,750	19,509
2	Co-education	2	Colleges Teachers	320	220	540
11	—do—	11	-do- Professional	1,851	158	2,009
6	2	8	-do- Special	551	35	586
435	108	543	High & Higher Secondary	1,32,000	54,000	1,86,000
1025	304	1,329	Middle	1,11,000	38,000	1,49,000
3534	1520	5,054	Primary	1,50,000	72,000	2,22,000
—	—	—	Pre-primary	2000	6,000	8,000
5028	1939	6967	Total	4,12,352	1,76,619	5,88,971

Increase over last year's figures :

Institutions :

- 1) Total number of institutions rose by 133.
- 2) The number of boys Institutions rose by 31.
- 3) —do— Girls —do— 102.

Enrolment :

- 1) Total enrolment rose by 35,376
- 2) Boys Roll increased by 21,665
- 3) Enrolment of girls rose by 13,711.

A table of ratios for study

Type of Ratio	Primary	Middle	Secondary	Coll- ege- Genl.	Coll- ege- Prof.	Coll- ege Spl.	Uni- ver- sity.
Teacher-pupil Institution	1:34	1:24	1:23	1:23	1:6	1:8	1:17
Pupil Institution	1:43	1:112	1:343	1:1084	1:196	1:73	1:664
Teacher.	1:1.3	1:4.6	1:14.8	1:47	1:31	1:9	1:66

Number of teachers at different stage of Education

Stage of Education	Teachers Men	Teachers Women	Total	Increase or Decrease
Universities	126	6	132	+15
College-General Edn.	658	183	841	+115
—do— Professional —do—	359	42	401	—2
—do— Special Edn.	66	7	73	—1
High & Higher Secondary	6001	2045	8046	+126
Middle	4834	1263	6097	+133
Primary	4635	1850	6485	+145
Total	16679	5396	22075	+531

Enrolment Higher Education—according to Faculties

Faculty	Roll- men	Roll- women	Total	Increase or decrease
Arts	5455	4798	10253	+1780
Science	8636	1339	9975	+1070
Commerce	624	—	624	+134
Education	320	220	540	—209
Engg. & Technology	944	4	948	—332
Medicine	522	131	653	—195
Agriculture	60	—	60	—20
Fine Arts	109	117	226	—9
Total	16670	6609	23279	+2193

Output from various institutions during the year :

Examination	Number Appeared				Pass%
		Boys	Girls	Total	
Matriculation	23973	6436	2603	9039	37.70
Higher Secondary	5352	2381	237	2618	48.92
P. U. C. Arts	5508	1542	1176	2718	40.3
P. U. C. Science	3453	1494	329	1823	52.8
B. A. Pass (Hons)	2301	913	428	1341	58.10
B. Sc. Pass (Hons)	1857	788	126	914	49.22
M. A.	720	323	198	521	72.36
M. Sc.	246	150	35	185	75.00
M. Ed.	—	11	6	17	—
B. Ed.	—	300	120	420	—
B. E. C.	—	878	602	1480	—

Cost of Education (1969-70)

1. Grant to Universities (Jammu, Kashmir) Rs. 31,02,458
2. College Rs. 72,99,493)
- Rs. 84,38,477
- Grant-in-aid Rs. 11,38,984)
3. Secondary Education :
 - Multipurpose Schools Boys ...Rs. 39,34,667)
 - Multipurpose Schools Girls. ...Rs. 3,26,459)
 - Secondary BoysRs. 2,58,81,192) Rs. 3,87,56,482
 - Secondary GirlsRs. 70,86,455)
 - Cost of Science teaching Rs. 1,21,577)
 - Grant-in-aid boys.....Rs. 8,64,598)
 - Grant-in-aid Girls.....Rs. 5,41,534)

4.	Primary—Boys.....Rs. 1,08,37,986)	
	Primary—Girls.....Rs. 52,69,920).....	Rs. 1,63,25,319
	Grant-in-aid Boys Rs. 1,81,806)	
	Grant-in-aid Girls Rs. 35,607)	
5.	Technical Education.....	28,73,251
6.	General Education.....	68,64,186
7.	Development Schemes.....	68,49,851
Total Cost of Education		Rs 8,32,10,024

Revenue of the State.....Rs. 6703.62 lakhs

Thus cost of Education was 12.4% of the Revenue for the year.

Average cost per pupil at various stages :

Primary	Secondary	College	Overall
Rs. 73.53 P	Rs. 115.70 P	Rs. 372.65 P	Rs. 141.29 P

Enrolment Ratio in Percentage at different Age-groups :

Stage of Education	Enrolment Ratio in percentage		
	Boys	Girls	Total
Primary (Classes I to V)			
Age Group 6-11	79.70	37.10	59.22
Middle (Classes VI to VIII)			
Age-group 11-14	53.06	25.40	40.29
High and Higher Secondary (Classes IX to XI)			
Age-group 14-17	32.26	9.70	21.80
Higher Education			
Age-group 17-23	6.75	2.93	4.91

Year 1970-71

During the year one more College for women was opened.

The number of teaching Departments in the Universities was 30 against 29 of the last year.

One Agriculture Colleges and one Polytechnic were closed down.

Number of Institutions and Enrolment :

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
2	Co-Edn.	2	Universities	1193	501	1694
13	6	19	Colleges General	16336	6069	22405
2	Co-Edu.	2	—do— Teacher	442	184	626
9	—do—	9	—do— Professional	1947	227	2174
6	2	8	—do— Special	612	39	651
441	118	559	High & Hr. Sec.	139000	60000	199000
1033	321	1354	Middle	116000	41000	157000
3540	1593	5133	Primary	157000	79000	236000
—	—	—	Pre-Primary	2000	6000	8000
5046	2040	7086	Total	434530	193020	627550

Increase over last year :

Institutions :

- (1) Increase in total number of Institutions was 119
- (2) Boys Institutions rose by 18
- (3) Girls Institutions rose by 101

Enrolment

- (1) Total enrolment increased by 38579
- (2) The enrolment of boys rose by 22178
- (3) —do— Girls rose by 16401

A table of ratios for scrutiny :

Type of ratio	Primary	Middle	Secondary	Colleges General	Colleges Profes- sional	College special	Uni- versity
Teacher-Pupil	1:35	1:25	1:24	1:24	1:7	1:9	1:12
Institution- pupil	1:45	1:116	1:356	1:1179	1:255	1:81	1:847
Institution- teacher	1:1.3	1:4.6	1:14.4	1:49	1:35	1:9	1:70

Number of Teachers at various stages of Education

Stages	Teachers Men	Teachers Women	Total	Increase or decrease
Universities	133	7	140	+ 8
Colleges-General Edn.	737	201	938	+ 97
-do- Professional	340	43	383	— 18
-do- Special Edn.	66	7	73	nil
High and Higher Secondary	6084	2121	8205	+159
Middle	4925	1353	6278	+181
Primary	4670	1955	6625	+140
Total	16,955	5,687	22,642	+567

Enrolment Higher Education according to Faculties :

Faculty	Roll Men	Roll Women	Total	Increase or decrease
Arts	7943	5119	13062	+ 2809
Science	8627	1430	10057	+ 82
Commerce	926	—	926	+ 302
Education	442	184	626	+ 86
Engg. & Tech.	1064	4	1068	+ 120
Medicine	533	127	660	+ 7
Agriculture	61	—	61	+ 1
Fine Arts	108	107	215	— 11
Total	19704	6971	26675	+ 3396

Output from Institutions during the year :

Examination	Number appeared	Number passed			Passed percentage
		Boys	Girls	Total	
Matriculation	24938	5968	2359	8327	33.39
Higher Sec.	4985	1745	162	1907	38.25
P.U.C. Arts	5838	1634	1247	2881	49.30
P.U.C. Science	3660	1584	349	1933	52.80
B.A. Pass & (Hons)	2446	967	453	1420	58.05
B.Sc. —do—	1968	835	133	968	49.19
M.A.	763	342	210	552	72.35
M.Sc.	261	159	37	196	75.10
M. Ed.	—	5	13	18	—
B.Ed.	—	325	125	450	—
B.E.C.	—	865	580	1445	—

Cost of Education (1970-71)

(1) Universities-Grant :—				
Kashmir.....	Rs.	16,98,305)	Rs.	28,98,305
Jammu.....	Rs.	12,00,000)		
(2) Colleges—.....				
Grant-in-aid.....	Rs.	75,20,367)	Rs.	89,57,110
	Rs.	14,36,743)		
(3) Secondary Education :—				
(a) Multipurpose (Boys)	Rs.	43,82,613)		
—do— (Girls)	Rs.	3,05,741)		
(b) Secondary (Boys)	Rs.	2,75,86,255)		
—do— (Girls)	Rs.	74,11,463)	... Rs.	4,12,21,886
(c) Science Teaching	Rs.	1,44,278)		
(d) Grant-in-aid (Boys)	Rs.	8,30,493)		
—do— (Girls)	Rs.	5,61,043)		
(4) Primary-Boys.....				
—do— Girls.....	Rs.	1,13,02,985)		
—do— G.I.A. Boys...	Rs.	55,67,565)		
—do— -do- Girls...	Rs.	1,73,245)	... Rs.	1,70,80,610
	Rs.	36,815)		
(5) Technical Education.....				Rs. 44,95,004
(6) General Education.....				Rs. 73,02,973
(7) Development Scheme.....				Rs. 1,05,96,094

Total Cost of Education **Rs. 9,25,51,982**

Total Revenue for the Year—Rs. 6604.83 Lakhs.

The cost of Education is thus 14% of the Revenue for the year.

Average Cost per Pupil

Primary	Secondary	College	Overall
Rs. 72.37 P	Rs. 115.79P	Rs. 346.42 P	Rs. 147.50P

Enrolment Ratio in Percentage at various stages of Education

Stage of Education	Enrolment Ratio in Percentage		
	Boys	Girls	Total
Primary Class I to V Age Group 6-11	81.10	39.62	61.18
Middle Classes VI to VIII Age Group 11-14	53.64	26.92	41.28
High & Higher Secondary Classes IX-XI Age group 14-17	32.26	9.70	21.80
Higher Education Age Group 17-23	7.74	2.99	5.45

Year 1971-72 (Statistics estimated)

The number of teaching departments in the two Universities rose to 31 against 30 of last of year.

Enrolment and number of Institutions:—

Institutions			Type of Education	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
2	Co-Edu	2	Universities	1255	525	1780
13	6	19	Colleges Gl. Edu.	18436	6913	25349
2	Co-Edu	2	-do- Teacher	436	186	622
9	-do-	9	-do- Professional	1964	229	2193
6	2	8	-do- Special Edu.	626	45	671
451	126	577	High & Hr. Secondary	145000	66000	211000
1043	363	1406	Middle	120000	46000	166000
3620	1743	5363	Primary	163000	90000	253000
—	—	—	Pre-Primary	2000	6000	8000
5146	2240	7386	Total	452717	215898	668615

Increase over figures of last year

Institutions :—

(1) The total No of Institutions increased by	300
(2) Boys Institutions rose by	100
(3) Girls Institutions rose by	200

Enrolment :—

(1) Total enrolment rose by.....	41,065
(2) Enrolment of boys rose by.....	18,187
(3) The roll of girls increased by.....	22,878

We notice that the increase of girls was greater than boys.

number of teachers at different stages of Education :—

Stage of Education	Teachers Men	Teachers Women	Total	Increase or decrease
Universities	139	7	146	+ 6
Colleges, General Edu.	838	215	1053	+115
Colleges Professional Edu.	330	40	370	— 13
Colleges Special Edu.	67	8	75	+ 2
High & Higher Secondary	6194	2187	8381	+176
Middle	5015	1468	6483	+205
Primary	4785	2160	6945	+320
Total	17368	6085	23453	+811

A table of ratios for study :

Type of Ratio	Primary	Middle	Secondary	Colleges General	Colleges Profe- ssional	Colle- ges Special	Uni- versity
Teacher-Pupil	1:36	1:26	1:25	1:24	1:8	1:9	1:12
Institution-Pupil.	1:46	1:118	1:367	1:1334	1:256	1:84	1:890
Institution-Teacher	1:1.3	1:4.6	1:14.4	1:55	1:34	1:9	1:73

Enrolment Higher Education according to faculties:

Faculty	Roll-Men	Roll-Women	Total	Increase or decrease
Arts	8755	5743	14498	+ 1436
Science	9915	1650	11565	+ 1508
Commerce	930	—	930	+ 4
Education	436	186	622	— 4
Engineering & Technical	1010	4	1014	+ 54
Medicine	570	140	710	— 50
Agriculture	50	—	50	— 11
Fine Arts	110	108	218	+ 3
Total	21776	7831	29607	+ 2932

Enrolment ratio in Percentage at different age-groups

Age Group and Stage Education.	Enrolment Ratio in percentage		
	Boys	Girls	Total
Primary Classes I to V age-group 6 to 11	82.39	44.48	64.16
Middle Classes VI to VIII age-group 11 to 14	53.90	27.82	41. 81
High & Hr. Secondary Classes IX, X, XI age-group 14 to 17	33.33	10.22	22.64
Higher Education age-group 17 to 23	8.34	3.26	5.89

Cost of Education (1971-72)

1) Grant-Universities			Rs. 29,00,000
2) Colleges	Rs. 79,34,000)		
Grant-in-Aid	Rs. 19,65,000)	Rs. 98,99,000	
3) Secondary Education			
a) Multipurpose			
Schools Boys	Rs. 41,93,000)		
b) —do—	Rs. 3,39,000)		
b) Secondary Schools			
Boys	Rs. 2,55,71,000)		
—do— Girls	Rs. 80,48,000)		
c) Science Teaching			
	Rs. 2,71,400)		
d) Grant-in-aid			
Boys	Rs. 11,27,000)		
Girls	Rs. 6,00,000)		
Total cost of Secondary Education.		Rs. 4,01,49,800	
4) Primary Education			
Boys	Rs. 1,13,47,000)		
Girls	Rs. 62,40,000)		
Grant-in-aid Boys	Rs. 1,75,000)		
—do— Girls	Rs. 35,000)	Rs. 1,77,97,000	
5) Technical Education		Rs. 5,70,000	
6) General		Rs. 1,09,72,000	
7) Development Schemes		Rs. 95,81,000	
Total cost of Education		Rs. 9,18,68,800	

Revenue of the State Rs. 7954.94 lakhs

The cost of education is 11.5% of the revenue for the year.

Average cost per pupil at different stages :

Primary	Secondary	College	Overall
Rs. 70.34 P	Rs. 106.49 P	Rs. 343.30 P	Rs. 137.40 P

Output from Institutions during the year :

Examination	No : appeared	Number Passed			Pass% Percentage
		Boys	Girls	Total	
Matriculation	26,305	6570	2514	9084	34.53
Hr. Secondary (Elective)	4,706	1629	135	1764	37.48
PUC. Arts	6,246	1748	1334	3082	49.30
PUC. (Science)	3,916	1685	373	2068	52.83
B.A. Pass (Hons :)	2,617	1034	484	1518	58.01
B. Sc. -Do-	2,105	893	142	1035	49.17
M.A.	816	366	225	591	72.43
M.Sc.	280	170	40	210	75.00
M. Ed.	—	9	8	17	—
B.Ed.	—	350	135	485	—
B.E.C.	—	900	600	1500	—

Year 1972-73 (Statistics estimated)

No. of institutions and enrolment

No: of Institutions			Type of Institutions	Enrolment		
Boys	Girls	Total		Boys	Girls	Total
2	Co-edu.	2	Universities	1315	497	1812
14	9	23	Colleges General edu	19573	7465	27038
2	Co-edu.	2	Colleges Teacher Edu	447	193	640
10	—do—	10	Colleges professional	2027	237	2264
6	2	8	Colleges Special Edu	633	52	685
451	126	577	High & Hr. Sec.	1,50,000	68,000	2,18,000
1093	364	1457	Middle Schools	1,27,000	50,000	1,77,000
3720	1943	5663	Primary Schools	1,69,000	92,000	2,61,000
—	—	—	Pre-primary Schools	2,000	6,000	8,000
5298	2444	7742	Total	4,71,995	2,24,444	6,96,439

Increase over last year

Institutions :—

(1) Total Institutions rose by	356
(2) Institutions of boys increased by	152
(3) -do- Girls -do-	204

Enrolments :—

(1) Total enrolment rose by	27824
(2) The number of boys rose by	19278
(3) The number of girls rose by	8546

Number of Teachers at different Stages of Education ;

Stage of Education	Teachers Men	Teachers Women	Total	Increase or decrease.
Universities	148	10	158	+ 12
Colleges General Edu.	948	230	1178	+125
-do- Professional Edu.	340	45	385	+ 15
-do- Special -do-	69	10	79	+ 4
High & Higher Secondary.	6404	2257	8661	+280
Middle	5116	1593	6709	+226
Primary	4937	2235	7172	+227
Total	17962	6380	24342	+889

Enrolment Higher Education according to Faculties :

Faculties	Roll men	Roll women	Total	Increase or decrease
Arts	9567	6367	15934	+1436
Science	9870	1934	11804	+ 239
Commerce	934	—	934	+ 4
Education	445	190	635	+ 13
Engg. & Technology	1050	8	1058	+ 44
Medicine	589	152	741	+ 31
Agriculture	60	—	60	+ 10
Fine Arts	115	109	224	+ 6
Total	22630	8760	31390	+1783

Cost of Education 1972-73 :

1. Grant to Universities			Rs.	34,00,000
2. Colleges	Rs.	82,00,000)		
Grant-in-Aid	Rs.	20,00,000)	Rs.	1,02,30,000
3. Secondary Education.				
(a) Multipurpose	Rs.	46,27,000)		
(b) Boys & Girls	Rs.	3,50,000)		
(c) Secondary boys	Rs.	2,91,11,000)		
-do- Girls	Rs.	85,88,000)	Rs.	4,46,96,000
(d) Cost of Science)		
teaching	Rs.	3,20,000)		
(e) Grant-in-Aid)		
-do- Boys	Rs.	11,00,000)		
-do- Girls	Rs.	6,00,000)		
4. Technical Education			Rs.	33,29,000
5. General Education			Rs.	1,24,03,000
6. Development Schemes			Rs.	1,75,60,000

Primary :

Boys	Rs.	1,14,77,000)		
Girls	Rs.	67,82,000)		
Grant-in-aid)		
Boys	Rs.	1,75,000)		
		)	Rs.	2,07,02,000
Girls	Rs.	35,000)		

Inspection

Boys	Rs.	16,00,000)
Girls	Rs.	6,33,000)

Total cost of education **Rs. 11,23,20,000**

Revenue of the State estimated at Rs. 10221 Lakhs.

Cost of Education is 11% of the Revenue.

Average Cost of Education for pupil :

Primary	Secondary	College	Overall
Rs. 79.21 P	Rs. 113.15 P	Rs. 334:01 P	Rs. 161.27 P

Review of the period 1960-61 to 1972-73

We observe the following :

(1) There was only one university in 1960-61 while in 1972-73, two Universities functioned in the State, one at Srinagar and the other at Jammu. The number of teaching departments in 1960-61 was six but in 1972-73 the number had risen to 31.

(2) The number of Colleges for general education, in 1960-61 both Arts and Science, was 12 with 10 for men and 2 for women. The number of such colleges had increased to 23 in 1972-73 with 14 for boys and 9 for girls.

(3) The number Professional Colleges was 6 in 1960-61 with one for Commerce, two for education, two for Engg. and Technology (one polytechnic at Jammu and one in Srinagar) and one for medicine. In 1972-73, the number of Professional Colleges was 12 with one for Agriculture, one for Commerce, two for education, 3 for Engg. and Technology (including one Regional Engineering College at Srinagar and two Polytechnics) three for medicine including one Tibia College and one Ayurvedic. In 1966-67, the first College of Fine Arts was started. In 1972-73 two such Colleges functioned one at Srinagar and one at Jammu.

(4) The number of Colleges for Special Education (Oriental) was 10 in 1960-61 while in 1972-73, it was eight only.

(5) The most significant event of the period was the appointment of an Educational Commission on National Education. The Commission was appointed on the 14th July, 1964 by the Govern-

ment of India under the Chairmanship of Professor D.S. Kothari, Chairman of the University Grants Commission. The Commission submitted its report to the Union Government on the 29th June, 1966. We have already discussed this report, briefly, at the chronological point along with the impact the report had on the education of the States.)

Let us analyse the following table

Year	Institutions			Enrolment			Cost of Education
	Boys	Girls	Total	Boys	Girls	Total	
1960-61	3000	671	3671	245494	83176	328670	1,89,30,239
1961-62	3546	900	4446	291929	95640	387569	2,50,14,400
1962-63	3872	988	4860	309289	99246	408535	2,78,18,100
1963-64	4077	1089	5166	322437	106834	429271	3,08,08,378
1964-65	4316	1316	5677	327102	111630	438732	3,72,06,100
1965-66	4534	1567	6101	334309	121383	455772	4,30,99,800
1966-67	4893	1764	6657	354704	133646	488350	5,28,34,985
1967-68	4952	1810	6762	381497	151783	533280	6,80,43,400
1968-69	4997	1437	6834	390687	162908	553595	8,00,59,500
1969-70	5028	1939	6867	412352	176619	588971	8,32,10,024
1970-71	5046	2040	7086	434530	193020	627550	9,25,51,982
1971-72	5146	2240	7386	452717	215898	668615	9,18,68,800
1972-73	5298	2444	7742	471995	224444	696439	11,23,20,000

On analysis of the table we notice :

(1) The total number of institutions was 3671 in 1960-61 and in 1972-73 the number had increased to 7742. There was an increase of 4071. In other words the number of institutions more than doubled during the 13-year period. The number of boys' Institutions was 3000 in 1960-61. It rose to 5298 in 1972-73. Thus

an increase of 2298 was registered in the same period giving an increase of more than 76%.

The number of institutions for girls rose from 671 in 1960-61 to 2444 in 1972-73, yielding an increase of 1773 or 264%.

(2) The total enrolment both boys and girls, was 696439 in 1972-73 against 328670 in 1960-61, giving an increase of 367769 scholars in 13 years. In other words the increase was 112%.

The enrolment of boys rose from 245494 in 1960-61 to 471995 in 1972-73 giving an increase of 226501 or 92.2% in 13 years.

The enrolment of girls was 83176 in 1960-61. It was 224444 in 1972-73. The increase in 13 years is thus 141268 or 169%.

3. Cost of education was Rs. 18930,239 in 1960-61. In 1972-73 it rose to Rs. 11,23,20000. In 13 years time it multiplied more than six times.

Now take up the following table showing increase in teachers.

Years	Number of Teachers		
	Teachers Men	Teachers Women	Total
1960-61	9004	1886	10890
1961-62	10505	2384	12889
1962-63	11172	2655	13827
1963-64	11997	3006	15003
1964-65	13074	3514	16588
1965-66	13590	3983	17573
1966-67	15294	4762	20056
1967-68	15980	5021	21001
1968-69	16426	5128	21554
1969-70	16679	5396	22075
1970-71	16955	5687	22642
1971-72	17368	6085	23453
1972-73	17962	6380	24342

We find on reading the table that i) the total number of teachers, both men and women, was 10890 in 1960-61. It rose to 24342 in 1972-73, thus giving an increase of 13452 or about 124% in 13-year period.

(2) The number of men-teachers rose from 9004 in 1960-61 to 17962 in 1972-73. Thus the number rose by 8958. The number thus doubled in 13-years.

(3) The number of women-teachers was 1886 in 1960-61 and 6380 in 1972-73 making for an increase of 4494 or 240% in 13 year period.

Now examine the following table giving enrolment in higher education according to faculties, in Arts, Science, Commerce, Education, Engg. & Technology, Medicine, Agriculture and Fine Arts jointly) :

Year	Enrolment in faculties		
	Men	Women	Total
1960-61	6846	1896	8742
1961-62	7751	2253	10004
1962-63	8151	2595	10746
1963-64	8129	2948	11077
1964-65	9436	3472	12908
1965-66	10772	4173	14945
1966-67	12243	4539	16778
1967-68	13200	5080	18280
1968-69	15185	5871	21056
1969-70	16670	6609	23279
1970-71	19704	6971	26675
1971-72	21776	7831	29607
1972-73	22630	8760	31390

(1) On a careful scrutiny we find that the enrolment (of both men and women) rose from 8742 in 1960-61 to 31390 in 1972-73, thus accounting for an increase of 22648 or 259% in a 13-Year period.

(2) The enrolment of men-stndents rose from 6846 in 1960-61 to 22630 in 1972-73. It registers an increase of 15784 or more than 258% in a 13-year period.

(3) The enrolment of women students was 1896 in 1960-61 and 8760 in 1972-73. Thus the enrolment rose by 6864 by about 360% in 13 years,

Now let us examine and interpret the following table giving Sex-ratio of enrolment at various stages of education taking a base of per 100 boys :

Year	Primary Age- group 6-11	Middle Age- group 11-14	Secon- dary Age- group 14-17	Higher education		Age 17-23	
				Colleges General	Colleges Profess- ional	Colleges Special	Total Higher Edu.
1950-51	18	13	5	10	17	50	12
1955-56	23	18	17	16	22	146	21
1960-61	27	23	33	27	40	131	31
1961-62	29	31	31	33	21	284	34
1962-63	30	31	31	39	18	142	35
1963-64	32	41	25	49	18	170	39
1964-65	32	39	23	49	18	103	39
1965-66	34	38	26	51	19	43	40
1966-67	37	36	24	47	22	59	39
1967-68	39	37	25	46	23	15	39
1968-69	41	40	24	45	24	16	39
1969-70	43	41	24	44	31	7	40
1970-71	45	43	25	40	24	9	36
1971-72	50	44	27	40	25	10	36

(1) In age group 6 to 11 in 1950-51 for every 100 boys at School only 18 were girl students while in 1971-72 the ratio had risen to 100 : 50.

(2) In age-group 11-14 in 1950-51 the ratio was 100:13 but in 1971-72 the ratio had risen to 100 : 44.

(3) In age-group 14-17 in 1950-51 we find that this ratio was 100 : 5. But in 1971-72 the ratio had risen to 100 : 27.

(4) Age-group 17-23 years for higher education, we find that :

(a) in colleges for General Education in 1950-51 this ratio was 100 : 10 while in 1971-72 the same ratio had risen to 100 : 40.

(b) in colleges for professional Education the ratio was 100 : 17 in 1950-51 but in 1971-72 the ratio was 100 : 25.

(c) in colleges for special education in 1950-51 this ratio was 100 : 50 but in 1961-62 this ratio rose to the maximum limit of 100 : 28 and it fell to 100 : 10 in 1971-72.

(d) Overall ratio in 1950-51 in Higher Education this ratio was 100 : 12 while in 1971-72 it rose to 100 : 36.

Let us examine now the following table giving in percentage the number of boys and girls at school and college in different age groups of School-going children in the population of the State :

Age-group	Year 1960-61		Year 1965-66		Year 1970-71		Year 1971-72	
	%	%	%	%	%	%	%	%
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Primary								
Classes I to V	62.03	18.37	73.51	26.88	81.10	39.62	82.39	44.48
Age group 6 to 11 years								
2. Middle Classes								
VI to VIII	41.03	12.20	47.37	21.05	53.64	36.92	55.90	27.82
Age group 11 to 14 years								
3. Secondary								
Classes IX to XI.	14.17	4.85	24.26	6.78	32.26	9.70	33.33	10.22
4. Higher Edu.								
Age group 17 to 23	3.50	1.15	4.85	2.08	7.74	2.99	8.34	3.26

We notice that

(1) in Age-group 6 to 11 out of the total number of School going children in the population while 62.03% of boys were at School in 1960-61, only 18.37% of girls were attending School amongst the girls of this category.

In 1971-72, 82.3% of such boys were at School and 44.48% of girls attended School. Thus in an 11 years period a good deal of progress in this age-group was registered in enrolment.

(2) Age-groupe 11-14. In 1960-61 the boys at School amongst this age-group of School-going children was 41.03% and those of girls 12.20%. In 1971-72, the percentage of boys was 53.90 and that of girls 27.82,

(3) In the age-group 14-17 in 1960-61 this percentage was 14.17 for boys and 4.85 for girls, while in 1971-72 the percentage stood at 33.33 for boys and 10.22 for girls.

(4) In the age-group 17-23 in 1960-61 this percentage was 3.50 for boys and 1.15 for girls but in 1971-72, the percentage was 8.34 for boys and 3.26 for girls.

Let us now consider the following table giving teacher pupil ratio at different stages of education.

Stage of Education	1960-61	1963-64	1967-68	1970-71	1971-72
Primary	1 : 34	1 : 35	1 : 31	1 : 35	1 : 36
Middle	1 : 28	1 : 27	1 : 23	1 : 25	1 : 26
High & Higher Secondary.	1 : 21	1 : 24	1 : 22	1 : 24	1 : 25
College Gl. Edu.	1 : 24	1 : 15	1 : 20	1 : 24	1 : 24
—do— Professionals	1 : 14	1 : 10	1 : 7	1 : 7	1 : 8
—do— Special	1 : 9	1 : 12	1 : 7	1 : 9	1 : 9
Univetsity	1 : 8	1 : 9	1 : 10	1 : 10	1 : 12

Where do we stand in literacy amongst the various states in India.

Percentage of literacy to total Population

Census of 1971

Name of State	Percentage Boys	Percentage Girls
Andhra	38	15
Assam	37	17
Bihar	30	9
Gujrat	46	23
Haryana	37	13
Himachal Pradesh	39	20
<i>Jammu & Kashmir</i>	29.6	12.4
Kerala	65	52
Madhya Pradesh	33	11
Maharashtra	49	27
Mysore	39	23
Nagaland	35	22
Orissa	37	13
Panjab	40	25
Rajasthan	25	9
Tamil Nadu	50	25
Uttar Pradesh	33	10
West Bengal	38	21
Manipur	42	18
Meghalaya	35	21
Tripura	38	22
Andamans	50	29
Chandigarh	65	44
Dadra & Nagar Haveli	21	7
Delhi	58	44
Goa, Daman & Diu	45	28
Lacades & Maldives	50	29
Arunachal	14	4
Pondichary	49	33

CHAPTER XVI

Bhagwan Sahay Committee Report on Education

On 1st April 1972, the Jammu and Kashmir Government issued a Notification which said, "In the years since independence considerable progress has been made by the State in the field of education. The State Government considers, however, that much has still to be done and done urgently, if education is to play its full part in the process of modernisation and development and if the educational system is to be more closely related to employment opportunities. This calls for a quick appraisal of educational policies. Because of limitations of resources, new initiatives to implement the new policies may have to be confined to a few high priority programmes".

Under this notification a Committee on education was constituted to examine the problem and recommend early to the Government, suitable policies and programmes for implementation. Shri Bhagwan Sahay, Governor of the State agreed to be the Chairman of the Committee. Other members of the Committee were :

(1) Shri G. Partha Sarathi, Vice-Chancellor Jawaharlal Nehru University, New Delhi.

(2) Dr. M. S. Swaminathan, Director, Indian Council of Agricultural Research, New Delhi.

(3) Shri J. P. Naik Advisor Ministry of Education and Social Welfare, Government of India, New Delhi.

(4) Shri N. R. Mukarji, Chief Secretary, Jammu & Kashmir Government.

(5) Miss Mahmooda Ahmad Ali Shah, Principal, Govt. College for Women, Srinagar.

(6) Professor Aga Asharaf Ali, Head of the Teaching Department, Kashmir University, Srinagar.

(7) Professor Satya Bushan, Jammu University, Jammu. The Committee submitted its report to the Government in February, 1973.

The main recommendations of the Committee were :

The New Educational Pattern

✓ (1) Priority should be given to universal Primary and middle education. A multiple-point entry system should be introduced instead of single-point entry system to class I around the age of six. Programme of part-time education should be introduced for all children who due to economic and social reasons cannot attend school on wholetime basis.

✓ (2) A Primary and Middle School stage will cover eight years (Classes I-VIII or age-groups 6-14). This will be divided into two substages : a primary stage covering classes I-V or age-group 6-11 and a middle-School stage covering classes VI-VIII or age-group 11-14. There will be two points of entry, the first at 6 and the other at 11.

(3) Education at the Secondary stage should be spread over four years Classes IX to XII. The Secondary Schools should be of three types.

✓ (A) Vocational Schools with courses of two years and some ancillary courses of varying duration to prepare students for various vocations.

(B) General Schools to provide education in classes IX and X only. Students completing this course should be free to join either Class XI in full-fledged secondary schools or take up vocational courses at the higher Secondary Schools.

(C) Full-fledged secondary Schools teaching classes IX-XII mainly to prepare students for University education.

On completion of class VIII a student will have an option to enter any of these three categories of Schools according to his aptitudes and capabilities. The Scheme will however, involve the transfer of Pre-University courses and the first year of the three-year degree courses from the Colleges to the Secondary Schools.

(4) Institutions of full-fledged Secondary Schools have been recommended to be provided in all parts of the State. There should be atleast one such School in every Tehsil. This will improve facilities for a twelve year education at the Secondary stage from Class I to XII. The Committee strongly hopes that the Programme of intensified vocationalisation first at the end of the Class VIII and then at the end of Class X, will make Secondary education really terminal for a large number of students and thus will to a great extent, minimise the rush for admissions to the colleges.

(5) The University stage will cover a two-year pass course and a three year honours course followed by appropriate facilities for research. The Committee feels that it will be pertinent to introduce vocational courses in the University pass course also.

(6) The State should also make provision for self-study and part-time education both at the Secondary and University stages.

(7) With regard to vocational courses to be introduced in vocational Secondary Schools, the Committee feels that the following courses may be found useful :

- (a) Courses of teacher education.
- (b) Agricultural polytechnics : At least one to be started in each Province.

- (c) Courses for Secretariat training to prepare students for Secretariat or Clerical jobs in two years.
- (d) Courses for Health personnel.
- (e) Courses in Home Science (for girls).
- (f) Courses in Industries, Trade and Handicrafts for which opportunities are available for employment or self-employment.

(8) For children in the age-group 11-14 who cannot attend Schools on a whole time basis, a large-scale programme of part-time education should be provided. The part-time schools will be of two main types :

(a) Schools for children who join at about the age of 11 and have never been to Schools before or who had joined Schools for a short time and left them. These Schools will have special curricula of their own, special text books and special methods of teaching. The teachers for these schools will be specially oriented. The Schools will run for 2 hours a day. The Children attending these schools will be of a mature mind and can easily cover the education upto Class IV in about 2 years time.

(b) Schools for children who have completed Class V but cannot continue their education on a full time basis. These schools will also be different from the ordinary middle Schools. The syllabus will be simpler in these schools as the time available is limited and will consist partly of intensive work-experience. After spending two or three years in the School, the children may join some vocation to earn a livelihood and some may study the syllabus in the middle school and eventually pass the examination at the end of Class VIII.

(9) Secondary Schools should be established at carefully selected places so that each such School becomes a viable economic and efficient unit. This will offset the present system of establishing secondary Schools at random without ensuring proper enrolment.

(10) As a step towards informal education at the Secondary stage, the Board of School Education should institute correspondence courses. Students who are thus benefited may be allowed, on satisfying prescribed conditions to appear privately at all Board examinations.

11) Facilities for informal and part-time education should also be provided at the University stage. The Universities should begin correspondence courses for those who are not under full-time instruction. Private candidates should have the option to appear at all University examinations.

✓ **Education for non-student youth in the age-group 15-25**

There is a large bulk of youth in the age-group 15-25 who have either been to Schools for sometime or have not attended Schools at all. It is essential that a informal and part-time system of education should be extended to them so that they may become a wholesome part of the main stream of education. As a result of certain studies and surveys it has been found that the following programmes of work will be of interest to the youth of this age-group :

- ✓ (i) improvement of vocational skills;
- ✓ (ii) citizenship or an understanding of the problems facing the Society and the country;
- ✓ (iii) general education;
- ✓ (iv) Sports and games;
- ✓ (v) Hobbies and recreation.
- ✓ (vi) Health and family planning.
- ✓ (vii) Participation in Programmes of common utility.

(2) It has been found on experience, that these programmes can be run efficiently by group leaders selected from among the youth themselves and so a teacher may not prove so effective. The group teachers could be intensively trained for this work.

(3) The buildings of the existing schools, their equipment, playgrounds, libraries, workshops can be used for the education of this group of youth and so, no new institutions are needed to be opened. This part-time education can be conducted either in the morning hours or in the evenings when the Schools and their plants are available for use.

(4) In the education of this non-student group mass-media like the film, radio and television can play an important role.

(5) Special educational programme will have to be developed for non-student youth in the cities of Srinagar and Jammu. These will take the form of (a) special programmes and games (b) evening or morning classes in fields of interest and utility to the young ; (c) cultural programmes (d) Social service activities ; and (e) provision of opportunities for working and evening. In the rural areas the programme may be tried in one area consisting of a group of villages with a population of 25,000, under a competent Government Officer, as an experiment. The work will include (a) Programmes of vocational education directed mainly towards the improvement of their economic condition; (b) Programmes of participation in local development plans; and (c) educational Programmes given on formal and informal basis. If successful, the programme could be extended to other areas.

Revision of curricula at the School Stage

(1) The State should adapt the new syllabus that is under formulation at the National Council of Education, Research and Training, New Delhi for classes I to XII, as soon as available.

(2) Work-Experience—(a) It should be an integral part of all general education in Classes I-X. One fifth or one sixth of the total school time should be devoted to it. It should be both a subject of instruction and examination.

(b) In classes I to V activities and work experience of a simple type should be introduced such as kitchen-gardening, floriculture,

clay modelling paper-machie, paper work, Cardboard modellings, simple forms of weaving with ready made yarn, elementary needle work etc. At this stage work-experience has only an educative value and not a productive.

(c) In classes VI to X work experience will become "Crucially significant". In these classes it can include agriculture (also Kitchen gardening), horticulture, carpentry, smithy, poultry, apiculture, silk weaving, fruit processing, weaving (both cotton and wool), tailoring, embroidery, gabba-making, carpet and durrie-making, wood carving, Paper machie, sheeprearing, Pisci-culture and all viable local handicrafts, electrical and mechanical trades of local demand or utility.

(d) Work-experience should be considered as an important subject of the curriculum and may be if needed, taught by skilled crafts-men in Schools.

(e) The state will have to provide the equipment needed for teaching craft or crafts in the School, arrange for its proper maintenance and supply raw materials as also to take over finished products and market them.

(f) Profits from the sale of products turned out by the students as part of their work-experience programme, should be paid to the students themselves in the form of wages.

(g) The programme of work-experience should be so arranged that students are able to work at it, if they so desire, after or before school hours also. Even facilities should be offered to them to work on holidays or during vacation. The programme should be developed on the basis of a Production Centre.

Community Service and National Development

(1) If such a Programme is introduced in Schools, it will awaken social awareness and strengthen their sense of social responsibility both of which are fundamental values in socialist education and society.

(2) As the work will take a simple form in the Primary and Middle Schools, it will be easy to prompt children to participate in the programme under properly trained teachers.

(3) The programme will have to be carefully and tactfully tackled with grown up students of the Secondary School or non-student youth in age-group 15-25. To acquire their participation, the State (a) Should include in Fifth Five Year Plan a programme for the development of agriculture and industries in the State based on agriculture, horticulture, cattle breeding, sheep rearing, poultry development etc. as also a large local works Programme including building construction, road building, Soil conservation etc. and (b) make intensive effort to involve students and non-student youth in implementing these developmental programmes.

Science, new Mathematics and English

(a) Science is a powerful tool of modernization. It must become an obligatory and an integral part of the curriculum in classes I-X. Its teaching should be closely related to environment and to problems of production in Agriculture or Industry as also to those of health.

(b) We should immediately break ourselves away from our pre-occupation with traditional arithmetic and mathematics and to introduce the teaching of new mathematics which is so basic to all modern development.

(c) Much greater emphasis has to be laid on the proper teaching of English which is our main window on the world and a main channel of access to the rapidly growing stock of knowledge.

The State Board of School Education

The Committee has suggested the appointment of a State Board of School Education. It shall not hold only public examinations at the end of class X and Class XI (XII) but also approve curricula and text books for the entire School stage-Classes I to XII.

The Board shall also develop Supervisory functions and carry out a panel inspection of every Secondary School at least once in 3 years through panels of selected teachers.

The Board should have a full-time Chairman and should be composed of 15 members to make it an efficient functioning unit with representatives of Education Department. The Board should have as many committees of courses as are necessary for different subjects or areas. The University teachers should be represented on these committees. These committees would approve the curricula and text books. It should have a committee to look after the examination at the end of class X and another to look after the examination at the end of Class XI/XII. In both these Committees University teachers should find a place.

The Board should have a special cell for research and development of new techniques and procedures especially those relating to examination reform.

The State Board of Education should immediately start with revision of curricula for classes I to VII and for Classes IX to XII before the end of 1973-74. The year 1974-75 should be used for the preparation of text books.

The new curricula should be started in Class I from 1975-76. They should be progressively introduced in Class II, Class III etc. every year till they are introduced in Class VIII in 1982-83.

In class IX the revised curricula should be introduced in 1975-76 and then progressively every year in Class X, Class IX and finally in Class XII in 1978-79 (the final year of the V Plan).

Improving standards

An intensive effort should be made to improve standards at the School stage through a package deal. A new calendar for Schools should be adopted to increase the number of teaching hours. Location of Primary, Middle and Secondary Schools should be carefully made for equitable distribution of facilities avoiding

overlapping or duplication. Educational institutions should be of optimum size.

Criteria should be evolved to determine the classes a school should have on the basis of enrolment and curricula. The training of teachers both pre-service and in-service should be improved. New and efficient institutions should be set up in each district for training of in-service teachers.

The training of Primary teachers should continue to be of one year. But they should put in one year of apprenticeship before being admitted for training.

The examination system should be reformed through the introduction of the internal assessment system.

The Committee suggests expansion of primary and middle school education for achieving universal education in the 6-14 age-group by 1980-81.

Education of Girls

(1) The education of girls and women in the State is a major Problem and so special, earnest and sustained efforts are needed to solve it.

(2) There is a trend in favour of co-education in the State. This trend should be encouraged and women teachers appointed in boys schools. Where, however, there exists a resistance, separate schools for girls should be opened.

At the Primary stage co-education system should not only be encouraged but universally practised.

(3) Women should be specially encouraged to become teachers. In rural areas quarters should be provided for them.

(4) At the Secondary and University stages the main problem is to encourage more girls to continue their studies. Courses which are more useful for girls should be introduced to provide for their teaching in Secondary Schools and Colleges.

Some other recommendations

(1) To make for adequate supply of teachers both at the Primary and Middle stages, facilities for training should be increased. The Committee has recommended that good training colleges should be established in all districts to train Primary and Middle teachers. It will be the only way to ensure for a regular yearly flow of trained teachers if universal Primary education is to be achieved by 1980-81.

(2) A comprehensive Education Act should be enacted and the Education Code revised for the guidance of the Department.

(3) Television should be used intensively for educational programmes.

(4) The duration of Secondary Course should be lengthened to four years (Classes IX to XII), that PUC and first year of T.D.C. should be transferred to Schools.

(5) The new and dynamic methods of teaching should be adopted. A well-designed progress card should be introduced for all pupils and maintained carefully and regularly, a student maintaining a single card throughout his career.

(6) The Committee has suggested that the State Government should pay greater attention in future to the promotion of an integrated programme of services for Pre-School children which should include education, nutrition and health.

(7) The State Institute of Education will function under the charge of the Officer-in-charge, Teacher Education. Its scope will include :—

- (i) Teacher Education ;
- (ii) Preparation of guides ; manuals etc., for teachers ;
- (iii) Conducting in-service educational programmes for teachers of Primary, Middle and Secondary Schools and especially to remain in charge of correspondence courses and

(iv) Orientation and training of Supervisory and Inspecting Officers. It shall also conduct two Journals, one in Hindi and the other in Urdu. These should incorporate the new trends in methods and experiments in education conducted by teachers.

(8) A Planning and Statistics Unit should be created.

(9) The system of School complexes should be adopted at least in all rural areas. Under this plan, all Primary and Middle Schools in the neighbourhood of a high or higher Secondary School and conveniently accessible from it are grouped together into a School complex.

(10) Earnest efforts should be made to develop research in the University. In particular, the possibility of establishing Social Science Research Centres at the two Universities in collaboration with the Indian Council of Social Science and Research should be explored.

A brief assessment of the report

Most of the recommendations put forward, in the report of the Bhagwan Sahay Education Committee have an echo in those that were sponsored by the Kothari Commission Report on National Education in India during 1966. But it goes to the credit of the Committee to have clearly focussed attention on certain problems of education facing the State on a priority basis. The following Comments are offered :

(1) The problem of 8-year Primary and Middle stage has been recommended as a goal for the universal Primary and Middle education for the state in the age-group 6 to 14 to be achieved by 1980-81. The Committee has suggested an immediate revision of the curricula on the lines formulated by the National Council of Education, Research and Training New Delhi.

The year 1974-75 could be utilised for the preparation of Text Books. The new syllabus could be put in Class I in 1975-76 and then progressively in classes II and III etc. every passing year and finally introduced in Class VIII in 1982-83.

This transformation, as suggested by the Committee should not be beyond achievement if efforts at all levels are geared in a proper way.

(2) The Committee has suggested that with a phased expansion programme of education with a start at the lower ladder, universal education in the State for age-group 6-14 could be achieved by 1980-81. If we could put all school going children to school in this age-group by this date it will not be a small affair. We feel hopeful that with the zeal and dynamism with which the Chief Minister of the State Syed Mir Qasim has been moving to reform education the target can easily be reached. We would, however, suggest that only dedicated Officers of the Department should be entrusted with the task of Planning and execution of the task.

(3) The Committee has suggested the immediate transfer of the present PUC and I.T.D.C. classes from the colleges to the Secondary School Sector and making the School education a 12-year course. It has suggested the growth of three types of Secondary Schools—(A) Vocational Secondary Schools with courses of two years and ancillary courses of varying duration to prepare students for various vocations. (B) General Schools of two years—Classes IX-X and (C) Full-fledged Schools of 4 years—Classes IX, X, XI and XII, mainly to prepare students for the University.

The transfer of first two College classes (formerly known as Intermediate classes and now known as PUC and ITDC classes to Secondary Schools was first mooted in this century by the Calcutta University Commission under Sir Michael Sadler in 1918 as a result of which some Intermediate Colleges got established in the country. The setting up of Intermediate Colleges with classes IX,X,XI,XII to be followed by a 3-years Degree Course at the University, was

repeated in the Radhakrishnen Education Commission Report in 1948. The Secondary Education Commission Report repeated this recommendation in 1952. In 1966 the Kothari Commission on National Education also made a similar recommendation. The Sahay Committee has gone a step further and wrested two classes from the present College structure to be added to the Secondary School and making it I-XII year course. The College will have two-years pass course as of old and a 3-year Honours Course.

✓ As the State Government is taking up the implementation of this recommendation certain intrinsic difficulties may have to be over-come :

- (i) The first is the problem of space in the existing Secondary Schools to be able to swallow easily the two College classes. The State shall have to launch a massive building scheme to prepare accommodation for the two additional classes or may have to renovate buildings for the purpose.
- ✓ (ii) Provision has to be made for proper equipment, libraries, laboratories and open grounds to keep up with the new status of the Secondary School.
- ✓ (iii) The State has to arrange for the qualified man-power as staff in the new type of Secondary Schools for according to the observations of the Committee the Staff meant for teaching PUC and ITDC is to remain intact even after the separation of the two classes in the parent colleges.
- ✓ (iv) The State may have to face yet another problem in few years. It has to be visualised from the start. The PUC and ITDC classes are already over-crowded and as conditions obtain at present, this tempo will grow and perhaps with vigour as years roll by.) It may become necessary to open more and more full-fledged Secondary Schools and a situation may arise when we may again

have to separate classes XI to XII from the Secondary Schools.

(4) The Committee has furnished proper guidance by suggesting a scheme of part-time and informal education course for non-student youth, both boys and girls, in the age-group 15-25. This uneducated part of the population has a tendency to get suddenly restive and explosive and it is imperative to harness their energies towards healthy channels by offering them proper educational opportunities. But it is doubtful if the scheme can prosper through youth leaders themselves as suggested by the Committee. In our opinion the State should take up the responsibility of educating this group through its own representatives in cooperation with the youth leaders. The time is not yet ripe to leave the school plant in the hands of non-student youth when the main School work is not on.

✓(5) Inclusion of work-experience in education (or the introduction of craft subjects in the school curriculum) as suggested, by the Committee is certainly a step towards introducing an element of activity in school work as also making it productive. It is good the craft is a separate subject of the school curriculum and a subject for examination. The mistake that was committed in 1937-38 to make the craft a nucleus and integrate the teaching of other school subject with it has been carefully avoided. (Craft as a separate subject in the school has great educational possibilities as it trains both the child's head and hand. It is a wholesome suggestion that skilled workers will also be engaged to impart instruction in craft work.) An attempt should be made to explore and salvage much of craft equipment that was ordered during 1938-45 when Basic Education was in full swing in the State.

(6) The Committee has emphasised on the use of modern methods in the teaching of Science, Mathematics and English. It is certainly a very fruitful suggestion. Since independence a good deal of work was done in this regard in the Teachers Colleges

Srinagar. But as the methodology of teaching is changing fast, it will be pertinent if research cells in this behalf are established in two State Colleges of Education as also in the Institute of Education Srinagar to work out under trained experts new methods of teaching school subjects and make these available to Schools regularly.

(7) The most significant recommendation of the Committee refers to the proper planning and location of Secondary Schools. The Committee has sounded a timely warning regarding the stoppage of opening schools at random and therefore haphazardly (perhaps due to unwholesome pressure). The Secondary Schools should be opened only on the criteria of maximum utility and proper enrolment.

(8) Another important recommendation that the Committee has made is regarding teacher-education in the State. With the rapid expansion in education that is envisaged to make education universal by 1980-81, a large number of teachers are required in years to come. To maintain a steady flow of teachers for the primary and Middle Schools it is necessary to establish some more training Colleges.

(9) The recommendation of the Committee of establishing "Mahila Kendras" to provide for the informal and semiformal education of grown-up women and young girls is also very important. The suggestion has to be thoughtfully executed lest the Mahila Kendras become mere gossip gatherings for women. The women have to be properly educated for this work and devoted lady workers engaged to run the Kendras.

(10) But the Committee has not been specific when it speaks of the growth of research work in the University. There is a great need of research work not only in the University but also in the Colleges. It is time that some kind of research work is undertaken in the various teaching departments of the two Universities as also in the different departments in the Colleges. Our College teaching

personnel is an intelligent lot with capacity for research work. They are to be led. The Principals of our Colleges can help us in this behalf if they take an initiative.

Above all the State should instal an advanced School of Science fully equipped for conduct of high quality research in various sciences as also an Institute in Humanities on the lines of the Institute of Advanced Studies Simla.

The Sahay Committee report is a thoughtful and valuable document. It has brought out clearly our educational needs, priorities and targets for the years to come to the forefront.

The State Government under the dynamic leadership of Syed Mir Qasim, Chief Minister, is keen to set machinery in motion to implement the recommendations of the Committee. Administrative measures in this behalf have been completed. An I.A.S. Officer has been ushured in as the educational Commissioner. Four Directors of Education have been appointed for Colleges, Secondary Education, Sports and Youth Welfare and Training and Education assisted by a number of Joint Directors and Deputy Directors. f

CHAPTER XVII

Female Education

It has been already stated that the first Girls School was opened in Srinagar by the Christian Missionaries in about 1894. It was a time when people harboured deep prejudice against educating their girls. But on the score of good work that the missionaries had already achieved in the medical sphere and in the field of the education of boys, it was possible to plead with some people and induce them to send their girls to the School. The missionary ladies succeeded in getting some girls together and a school got started. But the prejudice deepened and lies and whispers continued to be spread against the School. However, with great patience the missionary ladies took the school for a year and then came the final blow. The story goes that on the first Annual Day of the School a few European ladies, then at Srinagar, were invited to attend the function. As soon as the guests arrived shouts were raised from outside the School that the European ladies had come to kidnap the girls. People gathered in numbers and confusion arose. The School building was pelted with stones and the girls were asked to jump out of the windows. In minutes the School got emptied of its inmates and the function was abandoned.

The missionaries were, however, able to restart a girls school sometime later. Things rolled on and the pace of the girls education remained slow.

The State Government was not initially prone to help but later when the opposition of the people to the education of girls had

slackened and the missionary effort in this direction had acquired a fair measure of success, the Government in 1912 appointed a Committee of official and non-Official members to advise it on the feasibility of opening girls Schools in the State. The members of the Committee consisted of Dr. Duni Chand, the Chief Medical Officer, Dr. Kulbushan, Health Officer, Mr. Nanda, Divisional Engineer P.W.D. Mr. Shankar Koul, Headmaster C.M.S. School, the President of the Srinagar Municipality and a member of the Srinagar Municipal Committee. The Committee submitted an unanimous report recommending to the Government to open two girls Schools one at Srinagar and the other at Jammu.

Soon after the Government opened the first Primary School at Fateh Kadal in Srinagar exclusively for Hindu girls with an Advisory Committee consisting of leading citizens, chief among whom were Pt. Hargopal Koul and Pt. Jankinath Koul, both lawyers. A courageous lady named Tekri Mali came forward to run the school. She carried on for some years. The school was shifted later, in about 1920, to Chinkral Mohalla and raised to the status of a Middle School. Pt. Hargopal Koul offered the services of his own daughter, Padmawati, popularly known as "Nanni" to run it. The medium of instruction in the School was Hindi.

The Government in course of time opened another school exclusively for muslim girls. An advisory Committee of leading muslims in Srinagar was appointed to run it.

By 1920 female education in the State had shown some progress. We had now 3 Mission Schools, a High School run by the Education Department, one Muslim School, 3 Hindu Middle Schools and 2 Hindu Primary schools.

We have already referred to the visit of Dr. Mrs. Annie Besant, the then President of the Theosophical Society of India to the valley in the early part of the century. She was responsible in the opening of a Hindu College at Srinagar in 1905 through the Trustees of the Central Hindu College Benaras. She was desirous to set up an

educational institution for girls also at Srinagar but did not find the climate appropriate for it. She, however, warned the Kashmiris that unless women advanced with men educationally, the Society would not make any steady progress. She continued to work for the welfare of the women in India. In 1917, when she was appointed the first woman President of the Indian National Congress, she founded the Indian Woman's Association in Madras which had its branches spread all over India. This movement brought the Indian women together and gave them the consciousness that they should take to education in greater numbers to be able to work with men in solving the political and social problems in the country.

The Women's Welfare Trust

But the opposition of people in Kashmir to any reforms meant for the upliftment of women in Kashmir socially and educationally continued unabated even for two decades after Dr. Besant's visit to the valley. No public men dared to come out to face the dictatorial opinion openly. It was, however, in September, 1926 that a few Kashmiri theosophists took courage in both hands and embarked on the task of lifting the Kashmiri women from ignorance and suppression at home. Luckily they had the benefit of the guidance of Dr. Margaret E. Cousins and her husband Dr. Cousins who were engaged in the task of cultural resurgence in India.

An organisation known as the Women's Welfare Trust was formed. The aim of the Trust was "to advance the welfare of the Kashmiri Women by imparting to them knowledge, by stimulating home industry among them and by promoting their physical health and well-being". The founder members of the Trust were : (1) Mrs. Margaret E. Cousins, (2) Mrs. L. D. Van Gheel Gildemaester (3) Professor S. K. Toshikhani (4) Shri Shridhar Kalu Dullo and (5) Shri Aftab Kaul Nizamat. Of the members Mrs. Margaret Cousins due to her absence at Adyar, Madras, for other pressing business could not take constant part in the new movement but her valuable advice was always at the disposal of the Trust.

It fell to the lot of Professor Toshikhani and Nizamat to work day and night to make the aim of the Trust a success. After some time when the programme of the Trust was in a Progressive swing other workers also joined notable among them was Iravati Mehta (wife of V.N. Mehta I.C.S., Revenue Minister of the State during (1932-37), Mrs. L. Purbi, R. C. Kak (later Prime Minister) Tara Chand Vazier (Director Sericulture) and Dina Nath Dhar Accounts Officer.

The Women's Welfare Trust began its work with the opening of a Primary School. It had five girls on roll and one teacher to teach.

In 1929 the Trust launched on another experiment. It opened a Primary School exclusively for muslim girls under a male teacher. It was certainly a bold and courageous step which the Trust took. The people expected stiff opposition on the part of the muslims. But to the surprise of all, this experiment proved a greater success. The time had, perhaps, come when the local people shed their prejudice against educating their girls. The roll in the primary schools grew fast. After a lapse of 4 years the Trust had under its management 10 schools, six primary, three middle and one High School with a total roll of 575 girls. This kind of success, perhaps, the Trust had not expected having been in the field for a few years only.

To shut up the mouth of gossip mongers the trust appointed mullahs-Arabic teachers in the Muslim Schools and Pandits in Hindi in every Hindi School.

It goes to the credit of the Trust to have started instruction in Primary Schools in the mother tongue. Professor Toshikhani prepared a set of elementary readers in Dev Nagri script for teaching Kashmiri in Hindi Schools. The teachers claimed that girls would get literate in 40 days through these readers.

As the number of schools under the management of the Trust increased the Trust appointed a Supervisor of Schools to Supervise

the teaching and organisation of the Trust Schools. Shri Prem Nath Bazaz was the first to hold the post. He stayed for a year and in 1931 fell in the whirl pool of politics. He resigned the post when the enrolment in Trust Schools had risen to one thousand.

In 1934, the Trust opened a full-fledged High School for Girls, a non-demoniational School open for both Hindu and Muslim girls. Gradually when girls education got entrenched in the community the Hindu and Muslim appellations attached with earlier schools were dropped, All schools became Trust Schools open to the girls of both the communities.

In the summer of 1930, the Trust embarked on an experiment of Adult Education among women. An adult School was opened in a room of Shri Aftab Kaul Nizamats house. It started with 3 women on its roll. In addition to his work as Supervisor of Schools Shri Prem Nath Bazaz was entrusted with the task of teaching arithmetic and domestic Science to the adults. No doubt the three ladies were harrassed and slandered openly but they showed courage and carried on patiently. Within the 4 months the roll rose to 15 and within one year the School had 32 women on its roll. It was shifted to a rented building and named as Seva Sadan.

As time passed on, Seva Sadan developed into an important institution. A committee of tried and experienced Public Workers was formed to conduct its affairs. Mrs. Rameshwari Nehru discharged the functions of the President of this Committee for many years. It became a centre for many poor and destitute women who were helped to become self-supporting. The syllabus besides the three R's included training in handicrafts and tailoring. Many of its products were recruited in Government institutions. The Trust also formed a Women's League with the object of holding debates and discussions on such topics as social evils, unhealthy customs, causes and prevention of prevailing diseases and the role of women in achieving all round progress.

Meanwhile the State Government also felt keen to help the cause of female education in the State. It created a separate Department to administer female education. A trained English lady, Miss E. Chawner was appointed as the first Chief Inspectress to administer the new Department. Many Primary girls Schools were converted into girls Middle Schools and a High School for Girls was opened at Srinagar. Magnificent grants were sanctioned by the Government to help the Trust in its objectives. New Grant-in-aid rules were framed under which the grant for a girl was made double of that meant for the boys.

Maharaja Hari Singh's Personal Role

It goes to the credit of Maharaja Hari Singh to have thought of launching a multipronged attack on illiteracy, poverty, disease and backwardness among women. Under his orders early in 1929, an organisation called the Women's Welfare Association was sponsored for the achievement of a four-fold objective : (1) to dispel illiteracy and to spread education among the women by opening Schools, conducting Public Meetings, exhibiting pictures and holding cinema shows ; (2) to build a park and a gymnasium for recreation of women and children ; (3) to liquidate poverty among destitute widows and forlorn women by teaching them handicrafts and other arts ; (4) to look after the health of women. Capable Kashmiri Officials and non-Kashmiris living in the State were appointed the members of the Association. Maharani Taravati, the junior queen of the Maharaja was persuaded to become the patron and Mr G.E.C. Wakefield, a Minister of the State was chosen as the President. The work of the Association was divided into four sections each run by a sub-committee nominated for the purpose. Funds were collected to finance the Scheme. The Maharaja contributed generously.

As the education Schemes launched by the Women's Welfare Trust were to the knowledge of the Government and others making good progress, professor Toshakhani pleaded with Mr. Wakefield

and other members of the Women's Welfare Association that under its first objective instead of duplicating efforts the Association might support the Trust Schools. The Association readily accepted the suggestion and the funds earmarked by it for educational purpose were transferred to the Trust to improve its existing Schools and widen its activities. It was a great gain for the Women's Welfare Trust as it was relieved of financial stringency to widen its work.

The Women's Welfare Association constructed a Purdah garden in Srinagar where women relaxed, held meetings, had picnics and organised festivals and young children played. The Handicrafts sub-committee established four centres in different parts of the city where destitute women were taught spinning and weaving, tailoring embroidery and other handicrafts. Raw-material was supplied free. The articles produced were arranged by the sub-committee and marketed. Women were paid daily wages. The health sub-committee opened centres in different wards of the city where trained Health visitors examined sick and pregnant women.

Among the Schools that the Trust runs at present, two have the status of High Schools, Vasanta Girls High School Kralkhud and Kashyapa Girls High School Karanagar, both at Srinagar. Both the Schools are well staffed and well organized.

The success which crowned the efforts of the Women Welfare Trust in the field of Girls education prompted, other private agencies to open Girls Schools in Srinagar. The Srinagar branch of the Arya Samaj opened Arya Putri Pathshala at Hazuri Bagh. The Sanatan Dharam Sabha, the Anjuman-ul-Islam and the Sikhs also opened denomination of Girls Schools.

The tempo of opening Girls High Schools through private enterprise also caught in Jammu over the years. In the city of Jammu there are now five such Girls Schools : (1) Arya Kanya High School, Kachi Chawni ; (2) Arya Kanya High School, Purani Mandi ; (3) Gurmat Kanaya Pathshala, Fathu Chowgan ; (4) Sanatan

Dharam Kanhaya Vidayala, Jullakha Mohalla ; (5) Vidya Peeth High School, Mubarik Mandi.

Some nuns of the Roman Catholic Church opened the Presentation Convent at Srinagar during March, 1936. Due to High fees charged here only children of rich parents can attend the School. Maharaja Karan Singh also was at the School for sometime. The School is situated in clean surroundings and is a model for disciplined life and good teaching. The School has a palatial building constructed with a substantial subsidy from the State.

**An unique example of individual effort in
the cause of female education**

Professor Parmanand formerly of the Prince of Wales College, Jammu and later Accountant General in the State for many years planned after retirement from State Service to establish, at Srinagar, a girl institution to revive ancient thought and culture in Kashmir. He donated the entire savings of his Provident Fund amounting to nearly sixty thousand rupees to find a Trust named Rupa Devi Sarda Peetha Trust on the name of his deceased daughter Rupa Devi Mattu.

A commodious four-flat building allowing accommodation for 32 class-rooms was constructed alongwith a big auditorium-cum-hall in the heart of the city at Rughnath Mandir.

The Rupa Devi Sarda Peetha Oriental College for Girls was formally opened in 1953 with six classes, three in Sanskrit (Pragnya, Visharad and Shastri) and three in Hindi (Rattan, Bushan and Prabhakar). Qualified Pandits in Sanskrit and Hindi were imported from Varanasi. Besides regular salaries the Pandits were offered free board and free lodge.

In the initial years the college had a good run and the roll ranged between 200 and 400. After a few years the roll fell enormously especially in Sanskrit classes. The Trust was forced to add School classes to the College. In 1962 the Sanskrit classes were

finally withdrawn and only Hindi classes retained. After a few more years the Hindi classes were also closed.

But the High School attached to the College prospered fast. Care was taken to recruit the most efficient staff to the School. In 1966 the roll in the Rupa Devi Sarda Peetha Girls High School was 800. The School launched on a scheme of experimentation in methods of teaching, organised a School complex under orders of the Department and made Urdu and Hindi compulsory for both Hindu and Muslim girls. The institution has a big library attached to it which among other subjects contains a rich Sanskrit Unit which is used by scholars for research.

In 1969 a strong demand rose from the guardians to start a separate College for girls to make higher education easily accessible to them. The Trust accepted the demand. Various laboratories in Science Subjects a good library and College plant were set up at a huge cost.

The Rupa Devi Sarda Peeth College for women was started in June, 1970 with the opening of P.U.C. and I.T.D.C. Classes for Girls with instruction available both in Arts and Science subjects. The College worked smoothly and efficiently. The Trust had visualised the scope of a 12-year full-fledged Secondary School for the Sarda Peetha three years earlier than what the Sahay Committee has recommended in March, 1973. Unfortunately the Trust was not able to provide a separate campus, the need for which was insisted upon by the authorities and the College had to be suddenly closed from July, 1972.

Higher Education for Girls

During 1931 only one College, S.P. College, Srinagar for University Education functioned in the Valley. There was no ban for the admission of girl students to this College but people would not dare to send grown up girls to an institution where only boys studied. But in 1932, Vimla Kaul wife of Kashyap Bandhu broke the ice and applied for admission. She showed the way to others

and by 1940 more than 50 women were on the rolls of the College. The roll of women students increased year after year. By 1947 six muslim students were studying in the College.

Women's College Srinagar

The Women's College, Srinagar was established in August, 1950 when the demand for it could not be resisted any further. Under the fostering care of its present Principal, Miss Mahmuda Ahmad Ali it has enormously grown, over the years both in quality and numbers. It ranks among the most efficiently run Women's Colleges in Northern India. Miss Mahmuda will be remembered for long in Kashmir as the architect of higher education among girls. She has given our girls discipline, boldness and sense of being in life.

The Women's College at Jammu was started in 1953 by acquiring the Mahila College for Girls at Jammu. This college is also running well under the present Principal Miss Krishena Mohan.

At present (1972-73) we have 4 degree Girls Colleges in the Public Sector, two at Srinagar and two at Jammu, and three in the Private Sector, one at Rainawari Srinagar, one at Sopore and one at Jammu. The total roll in these colleges was 7465 girls. In 1947 no Girls College functioned in the Public Sector.

The number of girls Schools and enrolment from 1947 to 1972-73 compared at various stages of education :

State of Education	1947-48		1972-73	
	Number	Enrolment	No.	Enrolment
High & Higher Secondary (both Public and Private Sector)	8	1166	126	68000
Middle Schools (both Public & Private)	50	4710	321	41000
Primary (both Public & Private)	280	11917	1593	79000

CHAPTER XVIII

Present Position 1972-73

UNIVERSITY EDUCATION

The first University in the Jammu & Kashmir State was opened in March, 1948 on an emergency basis as the links with the Punjab University Lahore got abruptly snapped due to the invasion of the State by tribal raiders from across the borders in October, 1947. For about a decade it continued to be merely an examining body. When it acquired a spacious campus at Hazratbal Srinagar and a number of buildings were constructed it was converted into a teaching University.

In 1964 the University of Jammu and Kashmir was split up in two divisions one located at Srinagar and the other at Jammu. In 1969 two Universities for the State were carved out one for the Kashmir and the other for the Jammu regions and were designated as the Jammu University, Jammu and the Kashmir University, Srinagar.

The following teaching departments function in the two Universities :

Kashmir University

Humanities—1. Commerce; 2. Economics; 3. Education; 4. English; 5. Hindi; 6. History; 7. Library Science; 8. Persian;

9. Political Science; 10. Urdu; 11. Laws Sciences—1. Botany; 2. Chemistry; 3. Mathematics; 4. Physics; 5. Zoology.

Jammu University :

1. Economics, Commerce and Business Administration; 2. English; 3. Hindi; 4. History; 5. Laws; 6. Library Science; 7. Political Science; 8. Sanskrit; 9. Urdu.

Sciences—1. Botany; 2. Chemistry; 3. Geology; 4. Mathematics; 5. Physics; 6. Zoology.

Enrolment

Year	Men	Women	Total
1960-61	116	58	174
1971-72	1255	525	1780

The two Universities are getting regular yearly subsidies from the State Government. In 1972-73 these amounted to Rs. 34,00,000.

The University Grants Commission New Delhi has also been contributing just as it does to other Universities and colleges in India. It may be pertinent to outline the role that the UGC plays in helping Colleges and Universities all over the country.

The University Grants Commission (or UGC briefly), an autonomous body, came into being in 1948. Under the UGC act 1956, it provides assistance to Colleges, excluding those of Agriculture Engineering, Technology and Medicine. It has a separate scheme for helping Teachers Training Colleges.

Colleges which provide instruction upto the first degree or upto a post-graduate degree or upto a post-graduate degree only, can get an assistance upto a limit of Rs 3 lakhs per college for a

period from 1st April, 1966 to 31st March, 1974. The Projects for which assistance can be granted are :

1. Extension of Libraries and Laboratories including furniture and fittings.
2. Accommodation for teaching i.e. Lecture theatres and class-rooms.
3. Workshops for Science Departments (building and equipment).
4. Purchase of books and laboratory equipment.
5. Hostels for men and women students.
6. Residential quarters for academic staff.
7. Non-resident student centres.
8. Cycle sheds 9. Tubewells and overhead tanks.

During 1964-65 the Commission had made a total grant (Plan and non-Plan) of Rs 14,10,80,869. The grant is given to private colleges also.

College Education

The number of Colleges in 1971-72 stood as :

Colleges for General Education :

Govt. Boys	—12	Girls 4) Total	...23
Private -do-	3	Girls 4		

Colleges for Teacher Training (Coeducation)

Govt. 2,	Private (Sopore) 1) 4
B.Ed. Class	private 1	

Colleges for Professional Education

Agriculture—1)	10
Commerce—1)	
Engg. & Tech.—3)	
Medicine —3)	
Fine Arts —2)	

Colleges for Special Education

Boys—6,	Girls—2	Total	8
		Total—	<u>45</u>

Enrolment (1971-72) and 1950-51

Type of Institution	Enrolment 1950-51			Enrolment 1971-72		
	Boys	Girls	Total	Boys	Girls	Total
Colleges for General Education	2527	252	2779	18436	6913	25349
—do— Professional Education	50	10	60	2400	415	2815
—do— Special Education	109	55	164	626	45	671
Total	2686	317	3003	21462	7373	28835

Secondary Education

1971-72

No. of Institutions

(a) Higher Secondary Schools

Boys Govt. 38 Private 9...47)

Girls—do— 4 —do— 5— 9)

56

(b) Central Schools for boys

4

(c) High Schools

Govt. Boys 320 private 36)

Govt. Girls 100 —do— 14)

470

Total

530

against
1950-51

Boys 48 girls 7 =55

Both in the Private & Public Sector.

Within 2 decades the number of Secondary Schools (excluding) middle Schools has increased almost ten fold.

Enrolment

Year 1950-51			Year 1971-72		
Boys	Girls	Total	Boys	Girls	Total
19,000	2,000	21,000	145,000	66,000	2,11,000

This shows within 20 years the enrolment has also increased ten fold.

This is an alarming situation and unless the State Government takes immediate steps to diversify and vocationalise education in group 14-18, the rush for admission to Colleges will increase in a geometric progression. This is why the Sahay Committee has laid extreme stress on diversification and vocationalisation of Education at the Secondary Stage.

Middle and Primary Education

Type of Education	1950-51			1971-72		
	Boys	Girls	Total	Boys	Girls	Total
Middle	102	37	139	1033	321	1354
Primary	940	175	1115	3620	1743	5363

Enrolment

Middle	14,000	5,000	19,000	1,20,000	46,000	1,66,000
primary	57,000	7,000	64,000	1,63,000	90,000	2,53,000

As our target is to achieve universal education by 1980-81 let us examine what percentage of School going-age students in the population are at School at present at different stages :

Age group	1960-61		1971-72	
	Boys	Girls	Boys	Girls
6-11 years	62.03	18.37	82.39	44.48
11-14 „	41.03	12.20	53.90	27.82
14-17 „	14.17	4.85	33.33	10.22
17-23 „	3.50	1.15	8.34	3.26

While it is possible to achieve the target of Universal education in the case of boys by 1980-81 in the Primary Schools, it is open to doubt in the case of girls in the same age-group 6-11. To achieve the target for children in age-group 11-14 both among boys and girls is rather still more difficult. It requires hard work both at the Government and community levels.

Education in Ladakh

The percentage of literacy in Ladakh has risen from 9 in 1931 to 13 in 1971. Schools have been set up even in the remotest areas. At present there are 10 High Schools for boys and two for girls, three lower High Schools, 18 middle schools, 14 senior basic and central schools, two social educational centres, two teachers educational centres and 211 Primary Schools. On an average Ladakh has more than one school per village. The State Govt. proposes to set up a degree College at Leh during the fifth plan period. As many as 250 Scholars from Ladakh studying in various colleges in Srinagar, Jammu and elsewhere get a monthly scholarship of Rs. 75/-.

The boys High Schools are situated at :

Dras; Kargil; Sankoo; Wakha; Chachoot (Shama); Hundar Nobra; Leh; Temisgam and Chumathang.

The two Girls High Schools are located one at Leh and the other at Kargil.

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